DOCUMENT RESUME

ED 352 063 IR 054 351

AUTHOR	Carter, Yvonne B.
TITLE	Directory of Library Research and Demonstration Projects 1976-1986. Abstracts of Funded Projects. Higher Education Act Title II-B.
INSTITUTION	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
REPORT NO	LP-92-4760
PUB DATE	Oct 92
NOTE	62p.
AVAILABLE FROM	Education Information Branch, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208-5641 (single copy free while supply lasts).
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Education; Cultural Pluralism; Directories; Disabilities; Federal Government; *Grants; *Information Needs; *Information Science; *Information Services; Instructional Development; *Library Research; Library Science; Longitudinal Studies; National Programs; Racial Factors; *Research Projects; Social Influences; Technology
IDENTIFIERS	*Higher Education Act Title II B 1976

ABSTRACT

This directory provides a chronological and analytical history of the library and information science research projects funded by the Higher Education Act (HEA) Title II-B, Research and Demonstration Program, from 1976 through 1986. It is noted that this program authorizes grants and contracts to institutions of higher education and other public and private agencies to support research and/or demonstrations for the improvement of library and information science and for the dissemination of information derived from such programs. During the early years, the principal goal was general research support with some emphasis on technology; program emphasis shifted during the 1970s to include education for the handicapped, innovation and pluralism in education, career education development, and elimination of racial, ethnic, and cultural barriers to education. In response to these concerns, the library research program took cognizance of social issues in attempts to (1) determine the needs and requirements of Americans who may not have access to adequate library and information services, and (2) to mobilize total community resources to improve the quality of life for the general public. This report provides a project record for each of the 93 projects funded by HEA Title II-B, R and D, over the 10-year period. Each record contains the institution and its address, principal investigator, contract or grant number, dollar value, the Educational Resources Information Center (ERIC) number if available, an abstract, and a list of descriptors. (The reports and publications are not available from the U.S. Department of Education). The projects are listed in chronological order, and the indexes provide access to the project descriptions via four categories: Subjects (Descriptors), Titles, Institutions (performing organizations), and Principal Investigators. In addition, three statistical appendices provide information relating to the annual funding level of the entire program, types of performing organizations funded, and major subject areas funded. (ALF)

ED352063

Directory of Library Research and Demonstration Projects 1976–1986

Abstracts of Funded Projects

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Higher Education Act Title II–B

Library Programs
Office of Educational Research and Improvement
U.S. Department of Education

BEST COPY AVAILABLE

Directory of Library Research and Demonstration Projects 1976–1986

Abstracts of Funded Projects

Higher Education Act Title II–B

by

Yvonne B. Carter

U.S. Department of Education
Lamar Alexander
Secretary

Office of Educational Research and Improvement
Diane Ravitch
Assistant Secretary

Library Programs
Ray Fry
Director

October 1992

This book is in the public domain. Authorization to reproduce it in whole or in part is granted.

Quantities of this book are limited. For a single free copy, write:

Education Information Branch
Office of Educational Research and Improvement
555 New Jersey Avenue NW
Washington, DC 20208–5641

Foreword

This publication has been prepared for the use of librarians, information managers, and students and researchers of library and information science. It is a chronological and analytical history of the Higher Education Act, Title II–B, Research and Demonstration Program for 1976 through 1986. The projects listed underwent highly competitive reviews and evaluations.

On behalf of the U.S. Department of Education, Office of Educational Research and Improvement, we wish to thank the applicants for submitting carefully planned project applications, and the peer reviewers for their time and effort in reviewing and evaluating these applications. Thanks are also extended to the members of the Library Programs staff whose efforts have made this book possible.

Ray Fry
Acting Director
Office of Library Programs

Contents

Foreword iii

Introduction vii

Library Programs Research Projects 1

Indexes

Descriptors 37
Titles 39
Institutions and Performing Organizations 45
Principal Investigators 49

Statistical Appendices

A. Funding Record (by fiscal year) 51
B. Types Performing Organizations (by fiscal year) 52
C. Descriptor Categories (by fiscal year) 53

Introduction

In the face of budgetary pressure, America's libraries are struggling to remain viable and insure that their services are available to the public. At the same time, they are under increasing pressure to provide for the unfulfilled and new needs of a public trying to cope with a complex cultural and physical environment.

While not providing a full solution to the budget dilemma, libraries have found new ways to relieve economic pressure and to provide better service by turning to research and testing, not as a luxury, but as a requirement. Since 1966, the Higher Education Act, (HEA Title II-B, R and D) has been the chief support of library and information science research. HEA Title II-B, R and D authorizes grants and contracts to institutions of higher education and other public and private agencies to support research and/or demonstrations for the improvement of library and information science and for the dissemination of information derived from such programs. Between FY 1966 and FY 1986, the Department of Education funded 336 projects for a total of $25,636,430.

During the early years of the program, the principal goal was general research support with some emphasis on technology. During the 1970's, program emphasis shifted somewhat, reflecting the then Office of Education's objectives. These included education for the handicapped, innovation and pluralism in education, career education development, and elimination of racial, ethnic, and cultural barriers to education.

In response to these concerns, the library research program took cognizance of social issues in attempts to (1) determine the needs and requirements of Americans who may not have access to adequate library and information services, and (2) to mobilize total community resources to improve the quality of life for the general public. Projects were funded to study the information needs of a variety of target groups: residents of the inner-city, the aging, the institutionalized, rural residents, ethnic groups, the disadvantaged, etc. Along with these basic studies, attempts were made to develop model information services (as demonstrations) for the target populations with the ultimate goal of replicating the services in other localities.

Despite the budget constraints of recent years, the 10-year record in this directory represents considerable benefits for the resources provided. The program participants, researchers, administrators, and teachers have achieved these results through their skill, ingenuity, and often uncompensated labor.

To mention the accomplishment of one project over another would not be appropriate and to list them all would be impossible in this brief preface. The record is set forth here and readers can judge for themselves.

This directory includes a comprehensive record of the projects funded by HEA Title II-B, R and D, from 1976 through 1986. Each project record contains the institution (grantee) and address, principal investigator, contract or grant number, dollar value, the Educational Resources Information Center (ERIC) number if available, an abstract, and a list of descriptors. The ERIC number can be used to locate an item in the ERIC database or microfiche collections. The reports and publications are *not* available from the U.S. Department of Education.

The project descriptions are listed in approximately chronological order. The Indexes provide access to the project descriptions via four categories: Subjects (Descriptors), Titles, Institutions (performing organizations), and Principal Investigators.

In addition, three statistical appendices provide information relating to annual funding level (appropriation vs. obligation) of the entire program, types of performing organizations funded, and major subject areas funded.

Library Programs Research Projects

PR No. 1
INSTITUTION: Arizona State University
Subsidiary—Department of Educational Technology and Library Science
ADDRESS: Tempe, AZ 85282
PRINCIPAL INVESTIGATOR/S: Higgins, Norman
PROJECT TITLE: Improving Library Education for Selected Minorities
GRANT NUMBER: G007603019
ERIC No.: 181911
FY: 76 **AMOUNT FUNDED:** $23,394
ABSTRACT:
Intended to identify educational practices that have been effective in preparing Spanish surnamed and American Indian students for library careers and to describe recommendations for improving library education programs for these minorities, this study examined eight such programs through their final program narrative reports, interviews with participating faculty and students, and documents associated with program development and academic affairs. The set of 18 recommendations resulting from this study are organized under five topics: student recruitment, student selection, curriculum design, support services, and placement/follow-up activities. Study procedures are detailed, and appendices include a list of library education programs for the above-mentioned students, a list of preliminary recommendations, and procedures for special review panels.
DESCRIPTORS:
Curriculum Design
Ethnic Groups
Job Placement
Library Education
Minority Groups

PR No. 2
INSTITUTION: Catholic University of America
Subsidiary—Department of Library Science
ADDRESS: Washington, DC 20064
PRINCIPAL INVESTIGATOR/S: Stone, Elizabeth
PROJECT TITLE: A Model Continuing Education Recognition System in Library and Information Science: Final Report: Volume I, II
GRANT NUMBER: G007603021
ERIC No.: 195256
FY: 76 **AMOUNT FUNDED:** $81,800
ABSTRACT:
This project achieved two major objectives—development of a model of a system for recognizing individual participation of library/media/information personnel in professional continuing education, and development and demonstration of a prototype home study program to show that this learning mode can meet criteria for quality and that geographical location is no longer a barrier to learning. Opinions, comments, and suggestions on the issue of recognition were secured from more than 1,000 people through interviews, group discussions, and correspondence. The model system suggested for consideration by the profession is based on this data and on information gathered from the literature and communication with leaders of recognition systems in other professions. In the development and pre-testing of home study programs (formulated on the basis of a survey of the literature and interviews with home study professionals), guidlines were used by 65 practitioners of a home study course entitled "Motivation: A Vital Force in the Organization." This report discusses procedures and methodology, a review of the literature, conclusions and recommendations, and the proposed model, together with suggestions for its implementation. Data collection instruments, documentation, and supplementary tables displaying field data and respondent characteristics are appended.

Volume II, a prototype home-based study course for library/media/information personnel, is designed to provide a better understanding of the complexity of human behavior and the motivational climate in an organization, and to enable course participants to contribute to the effective development of human resources in the library or information center. Five modules comprise the course: (1) motivation in the organizational setting, (2) individual needs—organizational responses, (3) integrating individual and organizational goals, (4) the manager's role in motivation—leadership styles, and (5) creating a motivational climate in the organization. Each module contains an overall discussion of sub-topics, an annotated bibliography of print and nonprint materials for further study, tests on required readings, and self-tests and exercises. Guidelines for successful participation in home study courses are presented for course authors, reviewers, students, study groups, and faculty evaluators. Procedural guidelines for the handling of administrative details of home study programs are also presented.
DESCRIPTORS:
Continuing Education
Home Study
Library Education
Models
Nontraditional Students

PR No. 3
INSTITUTION: Library Council of Greater Cleveland
ADDRESS: Cleveland, OH 44106
PRINCIPAL INVESTIGATOR/S: Sinclair, Dorothy
PROJECT TITLE: Design and Testing of a Method To Reach Agreement for Responsibilities in Collection Building Among Libraries
GRANT NUMBER: G007603020
ERIC No.: 171237
FY: 76 **AMOUNT FUNDED:** $35,779

ABSTRACT:
As a first step towards resource sharing among libraries in the Cleveland Area Metropolitan Library System (CAMLS), a unique method, called the Site Appraisal for Area Resources Inventory (SAFARI), was developed to examine the library collections. This approach was different than others in that collections were compared by experts in a specific field. After a committee was organized, specific libraries which had significant collections were visited; other libraries with pertinent materials, but perhaps smaller collections, were canvassed through questionnaires. Six different subjects were studied in this manner—education, music, business, local history and genealogy, religion, and nursing—and the findings were published in a written report. Since the technique provides a fairly quick inventory of resources, the information can be used by faculty members and individuals working in the subject area as well as by librarians. Furthermore, the compilations provide the beginning steps towards delineating subject responsibilities to specific libraries for the purposes of joint acquisition programs and eventual resource sharing.
DESCRIPTORS:
Collection Development
Library Cooperation
Models
Networks & Networking
Resource Sharing

PR No. 4
INSTITUTION: Maryland State Department of Education
Subsidiary—Library Development and Services
ADDRESS: Baltimore, MD 22140
PRINCIPAL INVESTIGATOR/S: Eidleman, Mary
PROJECT TITLE: To Help You Know: Information and Referral Services for Residents of Maryland's Eastern Shore
GRANT NUMBER: G007603022
ERIC No.: 180464
FY: 76 **AMOUNT FUNDED:** $66,299
ABSTRACT:
This report describes the information and referral services project in a three-county rural area that was developed in the county public library systems to meet the educational, cultural, and recreational needs of these communities. Sections of the report cover recognition of need, the area served, funding, the project itself (objectives, staff, training of project staff and permanent library staff, data collection), publicity, delivery of information and referral services, evaluation, and problems encountered and objectives not met. Excerpts from the project's monthly reports describing specific activities are provided, and an outline of the procedures used to set up the project concludes the report. Appendices include an organizational chart, descriptions of the project staff, a list of the administrators involved, the project budget, the information and referral statistical report, statistics on information and reference questions, forms used in the project, and sample publicity.
DESCRIPTORS:
Community Information Services
Information Services
Public Libraries
Referral Service
Rural Areas

PR No. 5
INSTITUTION: National Indian Education Association
ADDRESS: Minneapolis, MN 55403
PRINCIPAL INVESTIGATOR/S: Metoyer, Cheryl
PROJECT TITLE: Indian Library Services Technical Assistance Center (ILSTAC)
GRANT NUMBER: G007603527
ERIC No.: 161573
FY: 76 **AMOUNT FUNDED:** $62,027
ABSTRACT:
A valid nationwide survey is needed to serve as a reliable foundation for the appropriate development of American Indian library services; presently, information relating to Indian library services appears mainly as descriptions of specific programs in certain states. Reviews of studies, articles, and reports concerning library services to American Indians living on reservations and in urban areas are categorized into four areas: (1) general surveys of library services to American Indians which include training programs, institutes and workshops, bookmobile services, resource collections, and libraries located on reservations; (2) non-survey descriptions of library services which examine the planning and implementation of programs, training of American Indian personnel, bookmobile services, station libraries, and role of federal funds in providing services and development of collections of American Indian materials; (3) programs designed to meet the information needs of American Indians which cite the National Indian Education Association Library Project Report as the only comprehensive survey of the information needs of American Indians; and (4) legislative and funding policies which include the state and federal laws influencing library services to reservations. Recommendations for implementing an American Indian library services survey, plus a bibliography, conclude the paper.
DESCRIPTORS:
American Indians
Educational Needs
Information Needs
Library Services
Rural Areas

PR No. 6
INSTITUTION: New England Board of Higher Education
Subsidiary—New England Library Information Network
ADDRESS: Wellesley, MA 02181
PRINCIPAL INVESTIGATOR/S: Miller, Ronald
PROJECT TITLE: Demonstration and Evaluation of the Effects of Incentives on Resource Sharing Using a Computerized Interlibrary Communications System
GRANT NUMBER: G007603528
ERIC No.: 148344
FY: 76 **AMOUNT FUNDED:** $75,953
ABSTRACT:
The potential for using a computerized communication system to facilitate resource sharing in New England has been investigated by the staff of the New England Library

Information Network (NELINET). The central purpose of their research was to determine whether a strategy for load leveling of interlibrary loan (ILL) requests could be implemented online as part of the regional ILL system. The first year's project report includes: (1) results and analysis of a Base Line Statistical Survey used to collect data about ILL traffic; (2) discussion of the mathematical model used to test market value strategies and analysis of their effectiveness for load leveling; (3) description of the services and information to be provided by the system in an on-line mode; (4) evaluation of how effectively the market value strategy could bring about load leveling in a regional ILL system; (5) summary of project tasks; (6) information dissemination activities of the project; and (7) a review of significant evaluations made during the project. A series of screen displays developed to demonstrate ways in which a market value strategy might be presented to users, data requirements of the proposed system, and ILL goals and objectives are included in the appendices.

DESCRIPTORS:
Demonstration Projects
Interlibrary Loan
Library Automation
Library Cooperation
Networks & Networking

PR No. 7
INSTITUTION: Operations Research, Inc.
Subsidiary—Information Systems Division
ADDRESS: Bethesda, MD 20014
PRINCIPAL INVESTIGATOR/S: Brandhorst, Ted
PROJECT TITLE: Preparation of Two Directories of OE Funded Research in Library and Information Science
GRANT NUMBER: 300760254
ERIC No.: 192796
FY: 76 **AMOUNT FUNDED:** $20,450
ABSTRACT:
This directory of projects highlights research advances in the areas of library cooperation and networks, services to special target groups, administration and new technology, new types of library service, and improvement of training. Each project record contains information about the institution, geographic location, principal investigator, duration, contract number, and dollar value. Also included are an informative abstract about the work and significant results, a bibliography of project products, and ED numbers for those documents that have been processed by ERIC. The project descriptions are listed in approximate chronological order with access provided by subject, principal investigator, institution, and contract grant indexes. Four statistical appendices provide information relating to annual funding levels, types of performing organizations, major subject areas funded, and operating centers-services that have resulted from funded projects.

DESCRIPTORS:
Bibliographies
Library Research
Research Projects

PR No. 8
INSTITUTION: State University of New York at Albany
Subsidiary—University Libraries
ADDRESS: Albany, NY 12224
PRINCIPAL INVESTIGATOR/S: Evans, Glyn T.
PROJECT TITLE: Collection Development Analysis Using OCLC Archival Tapes
GRANT NUMBER: G007603346
ERIC No.: 152299
FY: 76 **AMOUNT FUNDED:** $42,415
ABSTRACT:
The purpose of this project was to develop a set of computer programs to perform a variety of collection development analyses on the machine-readable cataloging (MARC) records that are produced as a byproduct of using the online cataloging subsystem of the Ohio College Library Center (OCLC), and made available through the OCLC Distribution Tape Service. To test the programs, a tape of 32,138 OCLC/MARC records representing the combined online cataloging of four academic institutions over a 12-week period beginning January 10, 1977 were analyzed. The results were evaluated by the project advisory group composed of representatives from the four institutions, and the programs were evaluated by a program design consultant. The project demonstrates that valuable and important management information about a library collection development program can be derived from OCLC/MARC records.

DESCRIPTORS:
Cataloging
Collection Development
College Libraries
Computer Programs
Library Technology

PR No. 9
INSTITUTION: University of Arizona
ADDRESS: Tucson, AZ 85719
PRINCIPAL INVESTIGATOR/S: Gothberg, Helen
PROJECT TITLE: Training Library Communication Skills: Development of Three Videotape Workshops. Final Report
GRANT NUMBER: G007603016
ERIC No.: 163934
FY: 76 **AMOUNT FUNDED:** $26,111
ABSTRACT:
The development and evaluation of materials for a series of three workshops designed to increase the interpersonal communication skills of the librarian during the reference interview are described. The completed package for this project, "Librarians Communicate," consisted of a three-part, 51-minute videocassette tape and a 50-page instruction manual. This report includes the background literature on which some decisions were based, as well as the instructional design plan and strategies used for needs assessment, objective setting, media selection, presentation strategy selection, field testing, and evaluation. Discussions of the testing and evaluation results and limitations of this study are included, and further research into types of instructional materials is recommended. A 24-item bibliography and copies of the product verification instruments are provided.

DESCRIPTORS:
Case Studies
Communication Skills
Educational Needs
Librarians
Role Playing

PR No. 10
INSTITUTION: University of Denver
Subsidiary—Denver Research Institute
ADDRESS: Denver, CO 80210
PRINCIPAL INVESTIGATOR/S: Katz, Ruth
PROJECT TITLE: Serving Senior Patrons: Integrated Media
GRANT NUMBER: G007603347
ERIC No.: 156536
FY: 76 **AMOUNT FUNDED:** $84,677
ABSTRACT:
A set of five 3/4" color videocassettes and two slide/sound shows on topics relating to public library services to an aging population was developed. These programs, together with a study guide, are known as the VINTAGE series and were designed for use by library staffs in small and medium-sized public libraries. Five tasks were completed during the project period: needs assessment, scripting and design, production, evaluation and field-testing, and dissemination. The final report includes a bibliography of items found to be useful by the project staff. Project conclusions note the ongoing need for continuing education and staff development software, and for project durations longer than 12 calendar months. Recommendations include investigating the feasibility of developing a software clearinghouse, increasing the use of telecommunications to deliver training, and funding for regional production centers.
DESCRIPTORS:
Aging (Individuals)
Continuing Education
Library Services
Public Libraries

PR No. 11
INSTITUTION: University of New Mexico
ADDRESS: Albuquerque, NM 87131
PRINCIPAL INVESTIGATOR/S: Smith, Lotsee (Patterson)
PROJECT TITLE: American Indian Community Library Demonstration Project
GRANT NUMBER: G007603018
ERIC No.: 153627
FY: 76 **AMOUNT FUNDED:** $87,900
ABSTRACT:
Quarterly progress reports present the major accomplishments and activities of four American Indian Community Library Demonstration projects funded during 1976-1977. These projects established library services in New Mexico for four previously unserved Pueblo communities: Cochiti, Santo Domingo, Sky City, and Laguna. For each quarter, an overall progress report for the total project is presented, followed by individual reports for each of the four project sites. Site reports discuss activities and accomplishments under the following headings: facilities, personnel, materials, services, progress, funding, summary, and objectives for the reporting period. Appended to some of the quarterly reports are agendas and minutes of the library board meetings held during the reporting period and notices of special activities. As of the final quarter of the project, library programs and services had been established at each of the four sites. A formal evaluation of the projects will be contained in the final project report.
DESCRIPTORS:
American Indians
Demonstration Projects
Ethnic Groups
Information Needs
Library Services

PR No. 12
INSTITUTION: University of North Carolina at Greensboro
Subsidiary—School of Education
ADDRESS: Greensboro, NC 27412
PRINCIPAL INVESTIGATOR/S: Hines, Theodore; Johnson, Mary Frances
PROJECT TITLE: Computer Based Systems for Increasing Information Access to School Media Center Materials. Final Report
GRANT NUMBER: G007603348
ERIC No.: 172826
FY: 76 **AMOUNT FUNDED:** $52,623
ABSTRACT:
The project presented here explored the possibility of using computer-based systems to increase information access to non-text children's material at the pre-school through elementary (6th grade) school levels. This final report includes an indicative summary as well as 10 separate papers that describe a range of applications of proven computer techniques to school media center materials: (1) "Computer Access to Children's Media"; (2) "School Media Programs and Networking: A Position Paper"; (3) "Elimination of Redundancy in Keyboarding Bibliographic Data for Computer for Computer-Based Information Systems"; (4) "Subject Headings for Children's Materials"; (5) "Computer-Based Production of School Media Center Reference Tools"; (6) "Computer Searching of Materials for Children"; (7) "A Multi-Level Approach to Computer-Based Control of Indexing Vocabularies"; (8) "Children's Media Data Bank and Information Center: A Library Research and Demonstration Project"; (9) "A Generalized Test and Quiz Program"; and (10) "A Computerized Technique for Producing Close Text Materials." Project findings suggest important implications at the national, regional and local levels. Detailed reporting is planned for a later date.
DESCRIPTORS:
Children's Literature
Databases
Information Processing
Information Retrieval
School Libraries

PR No. 13
INSTITUTION: University of Pittsburgh
Subsidiary—Graduate School of Library and Information Science
ADDRESS: Pittsburgh, PA 15260
PRINCIPAL INVESTIGATOR/S: Penland, Patrick
PROJECT TITLE: Individual Self-Planned Learning in America, Final Report.
GRANT NUMBER: G007603327
ERIC No.: 184589
FY: 76 **AMOUNT FUNDED:** $81,876
ABSTRACT:
Through a nationally-administered questionnaire and a literature review, this report explores developments in the psychology of self-planned learning. The introduction presents a review of the current literature, hypotheses concerning the motivation and methods of adult learning, and assumptions made for this survey. The questionnaire was administered to a national probability sample of 1,051 adults aged 18 and over by interviewers on a one-to-one basis. The presentation and statistical analysis of responses to the questionnaire focus on various aspects of continuing learning through self-initiated learning projects: reasons people prefer to learn on their own; how they become involved; learning goals; number, type, and length of projects; suggested means of evaluation; preferred categories in which self-learning takes place; and use of supporting information for a learning project. Results are discussed in terms of four types of adults: (1) combination learners, who conduct their own learning projects and participate in some type of course; (2) self-initiating learners who conduct their own learning project; (3) formal learners, and (4) nonlearners. Implications for librarians serving the learning needs of adults are discussed. Appendices contain a 20-page bibliography, glossary of terms, survey questionnaire on individual self-planned learning, and an explanation of interviewing and sampling procedures by Opinion Research Corporation, who administered the survey.
DESCRIPTORS:
Adult Education
Independent Study
Library Role
Library Surveys

PR No. 14
INSTITUTION: University of Southern California
Subsidiary—School of Library Science
ADDRESS: Los Angeles, CA 90007
PRINCIPAL INVESTIGATOR/S: Boaz, Martha
PROJECT TITLE: Going Beyond the Rigidities of Formal, Traditional Education: Individual Self-Paced University Study.
GRANT NUMBER: G007603326
ERIC No.: 302266
FY: 76 **AMOUNT FUNDED:** $44,900
ABSTRACT:
The University of Southern California (USC) Library School offered an experimental self-paced, independent learning program during the 1976-1977 academic year to help those students who desire this type of professional training but are unable to attend classes on a daily or semi-weekly basis in the traditional pattern of scheduling. Program objectives included allowing students to pursue a degree or continuing education program under circumstances convenient to them, researching and evaluating the independent study curriculum as compared with the regular traditional program, and producing not "finished" graduates but life-long learners. Six courses were offered in several time frames: late afternoon, evening, and Saturday. For each course, faculty members developed supplementary enrichment materials, course outlines, modules, and study guides. Student evaluation consisted of refined pretests developed for each of the three types of classes, periodic tests and examinations, and post-tests. Findings indicate that the program was successful because all of the students increased their scores between the pre-and post-tests; self-paced students' performance was generally equal to that of students in the regular program; and they tended to have fewer incompletes. Recommendations and suggestions for future programs are included. Comprehensive final report will provide library educators with information describing the operation of the program.
DESCRIPTORS:
Continuing Education
Educational Alternatives
Independent Study
Library Education

PR No. 15
INSTITUTION: University of Washington
Subsidiary—School of Communications
ADDRESS: Seattle, WA 98195
PRINCIPAL INVESTIGATOR/S: Dervin, Brenda
PROJECT TITLE: Development of Strategies for Dealing with Information Needs of Urban Residents: Phase III—Application to Librarianship
GRANT NUMBER: G007603017
ERIC No.: 148389
FY: 76 **AMOUNT FUNDED:** $77,122
ABSTRACT:
This report culminates the final phase of a three-phase project the purpose of which was to develop strategies for dealing with the information needs of urban residents. The focus has been on the information practitioner–client interaction, and how practitioners can effectively deal with individual citizens when these citizens and their needs take on myriad forms at myriad times. The first two phases of the project involved research studies. Phase I studied citizens and how they use information. On the basis of the Phase I results, an approach to providing information services called the client-in-situation approach, was developed. The Phase II project studied information practitioners to determine their readiness to use this approach. The purpose of the third phase was to develop training modules encapsulating the major conceptual developments and empirical findings from the prior two phases. Twenty training modules, encompassing 30-plus hours of training, were developed in such a way that any practitioner can, with sufficient preparation time, conduct training. The modules were then evaluated under two training conditions, with library and information agency practitioners and with library school students. Detailed results from these evalua-

tions are presented in the report as an aid for prospective trainers.
DESCRIPTORS:
Information Needs
Library Role
Public Libraries
Urban Population

PR No. 16
INSTITUTION: University of Wisconsin—Madison
Subsidiary—School of Library and Information Studies
ADDRESS: Madison, WI 53706
PRINCIPAL INVESTIGATOR/S: Monroe, Margaret
PROJECT TITLE: Latino Communication Project: An Investigation of Communication Patterns and Organizational Activity Among Mexican, Cuban and Puerto Rican Residents of Chicago
GRANT NUMBER: G007603015
ERIC No.: 157535
FY: 76 **AMOUNT FUNDED:** $18,002
ABSTRACT:
This exploratory study gathered data on the communication behavior, resource utilization, and organizational activity of Mexican, Cuban, and Puerto Rican residents of Chicago. An interdisciplinary and integrative literature review synthesizing findings from the relevant literature suggested classes of variables and relationships for this investigation. A stratified cluster probability sample was used to select 400 Latinos who were interviewed by trained bilingual interviewers using a structured schedule. Findings indicate that both reading activity and public library use are positively and significantly related to participation in formal voluntary associations for the Latino population, while measures of media use developed here are not so related, even when controlled for ethnic subgroup membership or for formal educational level. On the other hand, adult education activity is a highly discriminating variable in predicting both reading activity and public library use for urban Latino "barrio" residents. Finally, the bond of Spanish language is a major determinant of interpersonal and impersonal communication activity. Implications for urban public library service to Latinos include: (1) need for personal contact with the unaffiliated who rely on local information resources; (2) development of material collections reflecting local Spanish language orientations; (3) public library integration with neighborhood networks of Latino groups and individuals; and (4) necessity for library staff of Latino background.
DESCRIPTORS:
Hispanic Americans
Library Services
Public Libraries
Spanish Speaking

PR No. 17 (See also PR No. 35)
INSTITUTION: Virgin Islands, Department of Conservation and Cultural Affairs
Subsidiary—Bureau of Libraries, Museums, and Archaeological Services
ADDRESS: St. Thomas, VI 00801
PRINCIPAL INVESTIGATOR/S: Chang, Henry C.
PROJECT TITLE: Virgin Islands Demonstration Library Network Study: Exploring Library Networking in Remote, Disadvantaged Areas.
GRANT NUMBER: G007603345
ERIC No.: 154778
FY: 76 **AMOUNT FUNDED:** $29,590
ABSTRACT:
The Virgin Islands Demonstration Library Network Study (VIDLNS) seeks to determine whether the development of either local or regional library networks would be the key to optimal organization of small library collections in isolated areas. This report describes the research and demonstration components of the exploratory phase of the project: (1) a survey of local library needs and resources; (2) a national survey of library network activity in remote, disadvantaged areas; (3) feasibility studies of linkage to national library networks, and the formation of regional or local library networks; (4) development of local union lists of films, periodicals, and books; and (5) the development of local interlibrary loan services. The report recommends local, multi-type library networks as the goal for small libraries in remote, disadvantaged areas, and a model plan for the formation of such networks is proposed. Some problems are identified: local resource sharing networks seem to be more feasible than online bibliographic data bases because of cost and the failure of OCLC to offer Sears Subject Headings; and problems in document delivery and local data processing limitations in isolated areas present obstacles to effective interlibrary cooperation. The questionnaire used to survey local library needs, tabulation of data obtained from the national survey, and press releases and news articles on the VIDLNS project are appended.
DESCRIPTORS:
Library Surveys
Networks & Networking
Public Libraries
Rural Areas

PR No. 18
INSTITUTION: Western Interstate Commission for Higher Education
Subsidiary—National Center for Higher Education Management Systems
ADDRESS: Boulder, CO 80302
PRINCIPAL INVESTIGATOR/S: Montague, Eleanor
PROJECT TITLE: Development and Demonstration of a Statistical DataBase System Library and Network Planning and Evaluation
GRANT NUMBER: G007603529
ERIC No.: 146911
FY: 76 **AMOUNT FUNDED:** $59,000
ABSTRACT:
Represented are the detailed set of data structures relevant to the categorization of information, terminology, and definitions employed in the design of the library statistical data base. The data base, or management information system, provides administrators with a framework of information and standardized data for library management, planning, and decision making; communication and compar-

ison between libraries, and reporting to external agencies organizations. The organizational divisions of the document are divided according to the functional areas used in the conceptual approach of the system: environment, the overall resources, and programmatic activities of the library. Environmental data represent the first major section, which is categorized into subsections for public and academic libraries. The library resources section is divided into four subsections: collection, human, financial, and facility resources. The third section is the program data and is divided into the following sub-sections: financial, personnel, facility, activity, and user measures. The final section lists outcome and performance measures. Some sections of the document are said to be at an early stage of development and applications of the system. Appended are a list of the data sources of definitions and data elements and a reprint of the Higher Education General Information Service (HEGIS) taxonomy used to categorize instructional programs and disciplines: an index is included.

The National Center for Higher Education Management Systems (NCHEMS) has developed a library statistical data base which concentrates on the management information needs of administrators of public and academic libraries. This document provides an overview of the framework and conceptual approach employed in the design of the data base. The data contained in the management information system describes the environment, the overall resources, and the programmatic activities of the library. Environmental data for the library includes information which describes the external setting of the library, its internal organization, and the target group it serves. The overall resources of the library include four major types of data: collection resource data, human resource data, financial data, and facility resource data. The data concerning programmatic activities organizes the library into major activity or functional areas. For each of these a series of measure categories is used to describe and evaluate the activities of the library. These measures describe revenues and expenditures, personnel, facilities, activities, users, and outcome/performance of each of the activity areas. Changes and refinements are expected through practical applications of the system. Readers are advised to look at "Library Statistical Data Base Formats and Definitions," which gives the detailed set of data structures relevant to the categorizations of information, terminology and definitions employed in the design of the system.

The system provides administrators with a framework of information and standardized data for library management, planning, and decision making; communication and comparison between libraries; and reporting to external agencies and organizations. Included in the final report are: (1) recommendations of the advisory committee to the project; (2) an overview of the pilot test of preliminary versions of selected components of the system in five Pennsylvania libraries with their recommendations for further revisions; (3) a narrative on activities related to the project in other agencies; (4) a brief overview of the conceptual approach used in the design of the system; and (5) enumeration of seven areas where additional research is required. Appendices include a bibliography, a complete list of publications emanating from the project, evaluation report, performance measures by program areas of the system, and financial report. The framework and conceptual approach, as well as the detailed set of data structures employed in the system, are discussed in related documents.

DESCRIPTORS:
Academic Libraries
Library Administration
Management Information Systems
Public Libraries

PR No. 19
INSTITUTION: Yadkin Valley Economic Development District
ADDRESS: Booneville, NC 27011
PRINCIPAL INVESTIGATOR/S: Hutchens, Jimmie R.
PROJECT TITLE: Yadkin Valley Early Childhood Creative Library Project
GRANT NUMBER: G007603526
ERIC No.: 161550
FY: 76 **AMOUNT FUNDED:** $30,000
ABSTRACT:
This summary report of the Yadkin Valley Early Childhood Creative Library Project discusses the development of a collection of early childhood educational and creative materials for loan to child development programs, parents, and babysitters in four counties of rural North Carolina. The program focuses on serving those parents and children not already involved in an organized child care program. The report touches upon data collection methods; experiences gained in the project; comments from project participants; evaluation methods and results; continuation plans for the project; and reflections and conclusions about the program as a whole. Appendices include information on: names of staff personnel; policies of the project on job descriptions, selection of toys, toy cataloging, and the records system; samples of regularly used forms; various types of publicity used; examples, descriptions, and results of tests used in the project for impact and developmental measurement; written comments of the Advisory Council; examples of letters from parents; and written comments about the project by staff members (including, among other things, descriptions of objectives, procedures, successes, problems, opinions, and recommendations.)

DESCRIPTORS:
Early Childhood Education
Library Services
Parent Participation
Rural Areas

PR No. 20
INSTITUTION: American Library Association
ADDRESS: Chicago, IL 60611
PRINCIPAL INVESTIGATOR/S: Lynch, Mary Jo
PROJECT TITLE: Process of Standards Development for Community Library Services: A Proposed Research Study
GRANT NUMBER: G007702310
ERIC No.: 314051
FY: 77 **AMOUNT FUNDED:** $140,000

ABSTRACT:
This project to develop a process for community libraries to establish standards for library services was conducted in two phases. In Phase I a steering committee appointed by the Public Library Association guided the work performed by King Research in developing a step-by-step process for planning and producing a manual detailing the process. In Phase II the manual was field-tested in three sites in the U.S. (medium-sized urban, suburban, and rural library systems). Finally a group of public library leaders, not previously involved in the project, critiqued a semi-final draft. The final product became *A Planning Process for Public Libraries* by Vernon E. Palmour, Marcia C. Bellassai, and Nancy V. DeWath, published by the American Library Association, 1980.
DESCRIPTORS:
Library Planning
Manuals
Public Libraries
Standards

PR No. 21
INSTITUTION: City University of New York
Subsidiary—Herbert A. Lehman College
ADDRESS: Bronx, NY 10468
PRINCIPAL INVESTIGATOR/S: Vesenyi, Paul
PROJECT TITLE: Development of a Model System for Bilingual Subject Approach in a Minority Oriented Information Center
GRANT NUMBER: G007702313
ERIC No.: 201296
FY: 77 **AMOUNT FUNDED:** $35,590
ABSTRACT:
Hispanic students have serious difficulties in using monolingual English language facilities of college libraries. There are no instruments in the mainland United States or Puerto Rico which provide a bilingual subject approach to library resources.

The principal objective of this project was to create a list of subject headings in Spanish/English. The instrument was tested on the Hispanic student body (26%) of Herbert Lehman College. Awareness workshops were conducted for school and college administrators to broaden the impact of a bilingual library catalog.
DESCRIPTORS:
Bilingual Subject Catalog
Cataloging
College Libraries
Information Centers
Models

PR No. 22
INSTITUTION: Drexel University
Subsidiary—School of Library and Information Science
ADDRESS: Philadelphia, PA 19104
PRINCIPAL INVESTIGATOR/S: Childers, Thomas
PROJECT TITLE: Survey of Public Library Information and Referral Service
GRANT NUMBER: G007702307
ERIC No.: 143364, 310775
FY: 77 **AMOUNT FUNDED:** $45,000
ABSTRACT:
In Phase I, *Blue Collar Adult's Information Needs, Seeking Behavior, and Use*, 1200 to 1700 documents were examined to consolidate existing knowledge related to the information universe of the blue-collar adult group.

Based on the results of Phase I, this study (Phase II) provides a more accurate picture of the information and referral services provided by the public library, how it is administered, what its relationship is to other library services, and what stimuli for information and referral are successful.
DESCRIPTORS:
Adults
Information Needs
Information Services
Information Utilization

PR No. 23
INSTITUTION: Elgin Community College
ADDRESS: Elgin, IL 60120
PRINCIPAL INVESTIGATOR/S: Weiss, Jack
PROJECT TITLE: Research and Demonstration for a Comprehensive Package of Computer Programs to Serve Community College Learning Resource Centers. Phase II. Final Report.
GRANT NUMBER: G007702306
ERIC No.: 192747
FY: 77 **AMOUNT FUNDED:** $70,500
ABSTRACT:
One of 15 members of the Northern Illinois Learning Resources Cooperative (NILRC), Elgin Community College served as host institution for a project to design, develop, test, and install computer programs in a community college resource center environment. The service functions identified for systems development included circulation, serial holdings, equipment scheduling, materials preview and rental control, and media production. The development for the project took place within an IBM technical environment (Model 370/125 computer) and is designed for ease of transfer to other medium-sized or larger IBM computer systems. Special technical features include modular programming, COBOL coding, online documentation and programming, database management system design (DL/1), CICS teleprocessing with command level coding, and the extensive use of tables in the system design. The project report includes results of the activities, problems encountered, and extensive appendices.
DESCRIPTORS:
Community Colleges
Computer Programs
Learning Resource Center
Library Automation

PR No. 24
INSTITUTION: Mitre Corporation
ADDRESS: McLean, VA 22101

PRINCIPAL INVESTIGATOR/S: Polk, Sidney; Simpson, George A.
PROJECT TITLE: Role of Microcomputers in Library Automation
GRANT NUMBER: G007702308
ERIC No.: 174217
FY: 77 **AMOUNT FUNDED:** $64,000
ABSTRACT:
As librarians cope with reduced budgets, decreased staff, and increased demands for services, microcomputers will take a significant role in library automation by providing low-cost systems, solving specific library problems, and performing in distributed systems. This report presents an introduction to the technology of this low-cost, miniature computer and a description of its specific applications in libraries. The use of such computers in circulation, acquisition, serials control, reference, administration, and audiovisual services is covered, and current and probable future uses of the microcomputer in each of these areas are described. References are listed at the end of each chapter, and appendices provide glossaries of computer and library terms and a list of vendors supplying automated library systems.
DESCRIPTORS:
Cataloging
Computer Science
Library Administration
Microcomputers

PR No. 25
INSTITUTION: New England Board of Higher Education
Subsidiary—New England Library Information Network
ADDRESS: Wellesley, MA 2181
PRINCIPAL INVESTIGATOR/S: Linford, John
PROJECT TITLE: Implementation of a Computerized Interlibrary System To Provide Market Value Information for Resource Sharing to a Multi-Type Regional Library Network
GRANT NUMBER: G007702317
ERIC No.: 0
FY: 77 **AMOUNT FUNDED:** $94,460
ABSTRACT:
A method was developed to allow libraries to equalize the burden of loaning material through a regional network, to improve responsiveness in lending and to develop effective regional-national interlibrary relationships.

In the previous phase, baseline statistical data was collected for the current situation and preliminary tests were conducted on a tentative model.

In this phase, the model was implemented. Evaluation of the resulting subsystem as a load-leveling device for resource sharing was made in comparison with the baseline statistical data and in comparison to the performance of the system model. The Field Review was updated to maintain currency with new developments in interlibrary loan networking and a section devoted specifically to costs added. Data on the membership, services and organization of existing ILL systems within the region was gathered to aid coordination with such systems and to assist in the development of policies and procedures for operation of the NELINET ILL system. Means of making the system cost-effective for "small" libraries was examined in order to extend the service to a larger number of libraries than the NELINET membership.
DESCRIPTORS:
Academic Libraries
Interlibrary Loan
Public Libraries
Special Libraries

PR No. 26
INSTITUTION: Oakland University
Subsidiary—Kresge Library
ADDRESS: Rochester, MI 48063
PRINCIPAL INVESTIGATOR/S: Hitchingham, Eileen
PROJECT TITLE: Study of the Relationship Between the Intermediary Searcher and the Online System User and the Assessment of Search Results as Judged by the User
GRANT NUMBER: G007702309
ERIC No.: 180478
FY: 77 **AMOUNT FUNDED:** $23,600
ABSTRACT:
Using data gathered from 54 evaluation forms and 18 recorded interviews, this study focused on in-person users of the MEDLINE system at three search sites to determine the relationship between presearch interviews and user assessments of precision and concern for recall in online searches, and to determine differences in assessment characteristics exhibited by student and faculty users of the system. Relationships were demonstrated between the value designation and the user's satisfaction with the proportion of relevant citations, the user's concern for recall, the relevance score, and the perception of the searcher in the interview. User information-giving during the interviews was related to relevance scores for the searches, and question-asking by the searcher was related to information-giving by the user. Faculty and student users showed no significant differences in their assessments of value, relevances, satisfaction with the proportion of relevant citations retrieved, and in their perceptions of the searcher in the interview. Appendices to the study include samples of the tools used and a bibliography.
DESCRIPTORS:
Information Retrieval
Library Surveys
Online Systems
Search Strategies

PR No. 27
INSTITUTION: Oklahoma State Department of Education
Subsidiary—Library and Learning Resource Section
ADDRESS: Oklahoma City, OK 73105
PRINCIPAL INVESTIGATOR/S: Ireton, Leroy; Gorena, Ame A.; Root, Rosemary
PROJECT TITLE: Library Media Specialists: Leadership Training
GRANT NUMBER: 3007702303
ERIC No.: 184583
FY: 77 **AMOUNT FUNDED:** $54,500

ABSTRACT:
This inservice training program, which was developed for the improvement of school library media programs, is designed for library media specialists, administrators, and teachers. Tailored to meet particular school district needs, the program permits extensive on-site inservice training lasting from three days to two weeks. Using various procedures such as checklists and committee meeting with educators, problem areas were identified and clustered into four components: (1) long range planning; (2) the library media collection; (3) organization and arrangement of the library media center; and (4) staff utilization. Training activities and a learning module were developed for each area. This manual includes guides for the program director and trainer personnel, as well as the detailed modules. These materials were utilized by the inservice training specialists at on-site sessions involving library media personnel, classroom teachers, and administrators from 42 schools selected from the 175 initial requests for participation in the field testing of this program. Post-visit reports by the specialists indicate many changes in existing media programs as a result of the inservice project. The results of this project will be published by the U.S. Office of Education as a model program.
DESCRIPTORS:
Inservice Education
Learning Resource Center
Library Administration
School Libraries

PR No. 28
INSTITUTION: South Dakota State Department of Education and Cultural Affairs
Subsidiary—Division of Elementary and Secondary Education
ADDRESS: Pierre, SD 57501
PRINCIPAL INVESTIGATOR/S: Rurak, Ardis
PROJECT TITLE: Training Program for Library Media Specialists to Serve the Handicapped Student
GRANT NUMBER: G007702315
ERIC No.: 179227
FY: 77 **AMOUNT FUNDED:** $28,100
ABSTRACT:
Included in this final report by the South Dakota Division of Elementary and Secondary Education are agendas for the conferences and workshops held to provide the elementary school library media specialist with the additional skills necessary for direct service to the exceptional student in a library learning center environment. The script of "Kangaroo Kapers," an inservice awareness/training film developed for reinforcement of the Kangaroo Kapers resource guide, appears in the report. The final evaluation explores the degree of success in achieving these objectives: (1) to provide media specialists with skills necessary to serve the handicapped learner, (2) to provide teacher support skills and resources to library media specialists, and (3) to develop and disseminate a guide for further support of school media specialists. Evaluation data were collected through telephone interviews, questionnaires, and knowledge tests sent to program participants and to a control group; comments about workshops were also collected from participants. Appendices include lists of participating elementary schools and librarians and control schools, a schedule for the Bucket Brigade tutorial program for K-3 students with learning problems, a summary of a unit taught to 13 special education students, and the project coordinator's and director's logs.

Project Title 2:
Kangaroo Kapers or How to Jump into Library Services for the Handicapped.

This guide to educational and library resources for handicapped individuals cites agencies, organizations, and bibliographies of children's and adult/professional books in separate sections for the aurally, visually, and mentally handicapped, and in a general section for other handicapping conditions. Guidelines for volunteers include suggested qualifications and responsibilities, as well as a sample registration form and task schedule. Detailed information on access for the handicapped is provided in a 20-page pamphlet, "Elimination of Architectural Barriers," and two library media center accessibility checklists. Other features include a bibliography on sign language and interpreting, storytelling tips to use with the mentally handicapped, suggestions for the use of puppets and learning wheels, and guidelines for representing exceptional persons in educational materials.
DESCRIPTORS:
Bibliographies
Handicapped
Library Services
Mainstreaming
Volunteers

PR No. 29
INSTITUTION: State University of New York at Albany
Subsidiary—School of Information Science and Policy
ADDRESS: Albany, NY 12201
PRINCIPAL INVESTIGATOR/S: Evans, Glyn T.
PROJECT TITLE: Development of a Responsive Library Acquisitions Formula. Final Report
GRANT NUMBER: G007702305
ERIC No.: 176779
FY: 77 **AMOUNT FUNDED:** $90,000
ABSTRACT:
The major accomplishments in the development of a management system for academic library collection development were (1) the development of translation tables which express HEGIS (Higher Education General Information Survey) taxonomy terms as sets of LC (Library of Congress) class numbers; (2) the use of these tables to compare library acquisition, institutional administrative data, and book publishing data, and to treat them as components of a library management system; (3) the development of computer programs to build and maintain the tables, isolate and analyze the data, and prepare a series of reports which together comprise the library management information system; and (4) the establishment of a process by which libraries and institutions can analyze their data. The attempt to develop quantitative components which would be included in a proposed acquisition formula failed, although

the structure of the formula appears to be validated. Appendices present the modified HEGIS taxonomy, a list of subject specialists who compiled tables, instructions for the assignments of LC classification numbers, instructions for proofreading LC/HEGIS tables, an example of an LC/HEGIS conversion table, and the proposed SUNY (State of New York) formula for current acquisitions.

DESCRIPTORS:
Academic Libraries
Collection Development
Library Acquisitions
Library Collections

PR No. 30
INSTITUTION: State University of New York at Buffalo
Subsidiary—School of Information and Library Studies
ADDRESS: Buffalo, NY 14260
PRINCIPAL INVESTIGATOR/S: Shields, Gerald; Edsall, Shirley
PROJECT TITLE: Design and Testing of Values To Be Derived in the Training of Librarians Through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
GRANT NUMBER: G007702318
ERIC No.: 303160
FY: 77 **AMOUNT FUNDED:** $15,150
ABSTRACT:
The study included a survey of an American Library Association accredited library schools to determine how graduates were measured and evaluated, a literature search, and a questionnaire sent to 600 graduates. Data collected from 323 respondents ranged from a general description of the respondents (sex, birthplace, education prior to entry in library education, language(s), grade point average, Graduate Record Exam score), recruitment and career identification, the curriculum, and length of time in the program, admission requirements, and employment.

DESCRIPTORS:
Library Education
Library Surveys
Models

PR No. 31
INSTITUTION: University of California, Los Angeles
Subsidiary—Graduate School of Library and Information Science
ADDRESS: Los Angeles, CA 90024
PRINCIPAL INVESTIGATOR/S: Hayes, Robert
PROJECT TITLE: Use of an On-Line Microfiche Catalog for Technical Service and Retrieval of Bibliographic Data
GRANT NUMBER: G007702302
ERIC No.: 184583
FY: 77 **AMOUNT FUNDED:** $76,261
ABSTRACT:
The increased use of microform catalogs in libraries necessitated research to show the feasibility of several modes of operation involving a prototype system of a central computer facility, a minicomputer system and an "online" microfiche file. The project's objectives were to develop the prototype system integrating a microfiche catalog into an online computer system for bibliographic control, to demonstrate its use and to analyze its feasibility based on economic and operational data.

DESCRIPTORS:
Catalogs
Microforms
Minicomputers
Online Systems

PR No. 32
INSTITUTION: University of North Carolina at Greensboro
Subsidiary—School of Education
ADDRESS: Greensboro, NC 27412
PRINCIPAL INVESTIGATOR/S: Hines, Theodore C.
PROJECT TITLE: Children's Media Data Bank and Information Center: A Library Research and Demonstration Project
GRANT NUMBER: G007702314
ERIC No.: 148533
FY: 77 **AMOUNT FUNDED:** $69,100
ABSTRACT:
This project is a continuation and extension of previous work on value of applying information science techniques (primarily those involved in computer use) to augment access to school media center material.

During the first phase a small data base of early childhood juvenile nonprint media was created, and tests were made with such techniques as title derivative indexing, thesaurus type access lists, computer based bibliographic production and with use of rank frequency lists in annotations. Computer searching both for SKI and demand searching proved quite useful for locating materials for applications not provided for by conventional access methods.

This phase of the project continued exploration of these techniques and others while expanding the database to be representative of an excellent collection of available materials at elementary level.

DESCRIPTORS:
Children's Literature
Close Procedure
Infomation Retrieval
Learning Resources
School Libraries

PR No. 33
INSTITUTION: University of Pittsburgh
Subsidiary—Graduate School of Library and Information Science
ADDRESS: Pittsburgh, PA 15261
PRINCIPAL INVESTIGATOR/S: Fine, Sara
PROJECT TITLE: Resistance to Technological Innovation in Libraries: Research Report, Part II. Data Analysis and Statistical Report. Final Report
GRANT NUMBER: G007702319
ERIC No.: 26730, 310755, 310776
FY: 77 **AMOUNT FUNDED:** $98,700

BEST COPY AVAILABLE

ABSTRACT:
Based on mail surveys of professional librarians and library administrators in approximately 300 U.S. public libraries and personal interviews with librarians and administrators in six public libraries, this report presents a statistical analysis of data collected on library technology and attitudes toward technological innovation. Areas addressed by the study include: (1) the amount of resistance to technology; (2) correlates of this resistance; (3) librarians' perceptions of the values of technology; (4) the relationship of personal and societal values to each other and to resistance to technology; (5) the identification of a "resistant personality"; (6) the relationship of work, professional, demographic, and sociological variables to resistance; and (7) the present and future status of libraries relative to technology. Low levels of resistance to technology were identified among both librarians and administrators, and use of microforms in libraries was found to be more prevalent than computer-related forms of technology. A comprehensive listing of survey questions and responses is provided, as well as 84 statistical tables and a list of 15 references. The publication concludes with four appendices covering survey procedures, statistical methods for the mail survey, distribution of the resistance to technology index, and the interview survey of library administrators.
DESCRIPTORS:
Attitude Measures
Librarians
Library Surveys
Public Libraries
Technology

PR No. 34
INSTITUTION: University of South Carolina
Subsidiary—College of Librarianship
ADDRESS: Columbia, SC 29208
PRINCIPAL INVESTIGATOR/S: Barron, Daniel; Curran, Charles
PROJECT TITLE: Information Needs Assessment of Rural Groups for Library Program Development
GRANT NUMBER: G007702304
ERIC No.: 176790
FY: 77 **AMOUNT FUNDED:** $17,398
ABSTRACT:
This final project report for the HEW Office of Libraries and Learning Resources presents guidelines for rural library personnel to plan library programs which are responsive to the needs of the community. The guide is designed to be free of jargon for maximum communicability to library personnel who do not hold advanced degrees. The section "Getting Started" explains the need for awareness of rural library user needs and outlines goals of the project. Included in "Your Community" are guidelines for collecting and analyzing demographic data. A section on "Community Information Needs" lists 24 need categories divided by subject. Identification of special library programs and community information sources is explained in two more sections, and the "Library Materials" section describes statistical identification of library holdings for each user need category. The final sections deal with formulating plans to answer information needs and publicize library services.
DESCRIPTORS:
Community Information Services
Information Needs
Library Services
Public Libraries
Rural Areas

PR No. 35 (See also PR No. 17)
INSTITUTION: Virgin Islands Department of Conservation and Cultural Affairs
ADDRESS: St. Thomas, VI 00801
PRINCIPAL INVESTIGATOR/S: Chang, Henry C.
PROJECT TITLE: Virgin Islands Demonstration Library Network Study
GRANT NUMBER: G007702312
ERIC No.: 154778
FY: 77 **AMOUNT FUNDED:** $31,100
ABSTRACT:
The Virgin Islands Demonstration Library Network Study (VIDLNS) seeks to determine whether the development of either local or regional library networks would be the key to optimal organization of small library collections in isolated areas. This report describes the research and demonstration components of the exploratory phase of the project: (1) a survey of local library needs and resources; (2) a national survey of library network activity in remote, disadvantaged areas; (3) feasibility studies of linkage to national library networks, and the formation of regional or local library networks; (4) development of local union lists of films, periodicals, and books; and (5) the development of local interlibrary loan services. The report recommends local, multi-type library networks as the goal for small libraries in remote, disadvantaged areas, and a model plan for the formation of such networks is proposed. Some problems are identified: local resource sharing networks seem to be more feasible than online bibliographic data bases because of cost and the failure of OCLC to offer Sears Subject Headings; and problems in document delivery and local data processing limitations in isolated areas present obstacles to effective interlibrary cooperation. The questionnaire used to survey, and press releases and news articles on the VIDLNS project are appended.
DESCRIPTORS:
Library Networks
Library Surveys
Networks & Networking
Union Catalog

PR No. 36
INSTITUTION: Washington State Library
ADDRESS: Olympia, WA 98504
PRINCIPAL INVESTIGATOR/S: Reed, Mary Jane Pobst; Vrooman, Hugh T.
PROJECT TITLE: Network Management Tool: Computer Simulation
GRANT NUMBER: G007702316
ERIC No.: 201296

FY: 77 **AMOUNT FUNDED:** $20,934
ABSTRACT:
This report summarizes the findings and describes the products of a two-part research project that examined the parameters of Washington's interlibrary loan cooperation statewide, and developed a set of computer models to be used in simulation studies of associated activities and policies. It contains a statement of the problem: an historical review; a description of methodology; a review of the findings of a statistical analysis conducted on interlibrary loan data; a discussion of the roles of an institution as a library and as a switching mechanism; explications and descriptions of the computer models and simulations; copies of the programs and portions of the printed output; and a bibliography listing 87 sources. It also provides a user's manual for the application of the models to simulate an institution's borrowing and lending activities for service planning and policy modification.
DESCRIPTORS:
Computer Programs
Interlibrary Loans
Library Cooperation
Library Networks
Models

PR No. 37
INSTITUTION: Western Michigan University
ADDRESS: Kalamazoo, MI 49008
PRINCIPAL INVESTIGATOR/S: Baechtold, Marguerite
PROJECT TITLE: Early Childhood Library Programming: Identification and Demonstration of Competencies Needed
GRANT NUMBER: G007702311
ERIC No.: 302259
FY: 77 **AMOUNT FUNDED:** $20,000
ABSTRACT:
School and public librarians in a four state area determined the extent to which their preparation provided them with competencies to plan and carry out service in early childhood library programming. Developing and field-testing an in-service curriculum based on the identification of competencies noted by the participants made up the major work of this project. Field testing included instruction during a 5- to 15-week period.
DESCRIPTORS:
Early Childhood Education
Library Education
Public Libraries
School Libraries

PR No. 38
INSTITUTION: American Library Association
ADDRESS: Chicago, IL 60611
PRINCIPAL INVESTIGATOR/S: Lynch, Mary Jo
PROJECT TITLE: Process of Standards Development for Community Library Services
GRANT NUMBER: G007801815
ERIC No.: 314051
FY: 78 **AMOUNT FUNDED:** $37,968
ABSTRACT:
This project is a continuation of a project begun in FY 1977 with two activities added—a second and different kind of field test and an invitational evaluation and dissemination seminar which resulted in an evaluation of the manuals by a number of professional leaders; an opportunity to brief the participants on the use of the manuals and to develop a prototype for future dissemination seminars. Final result is A Planning Process for Public Libraries, American Library Association, 1980.
DESCRIPTORS:
Community Information Services
Library Services
Public Library Administration

PR No. 39
INSTITUTION: Dallas Public Library
ADDRESS: Dallas, TX 75201
PRINCIPAL INVESTIGATOR/S: Brooks, Jean
PROJECT TITLE: Special Information Services. Final Report
GRANT NUMBER: G007801809
ERIC No.: 184498
FY: 78 **AMOUNT FUNDED:** $69,852
ABSTRACT:
Reported are the results of a 1-year planning and demonstration project of the Dallas Public Library that developed special information services for social agency personnel working with the aging. Progression of the project, from the surveyed assessment of the information needs of the specific group of 415 social workers through the planning and implementation processes, is detailed. Cost figures and the feedback on the relevancy of information dissemination modes to the service providers' information needs are presented. Recommendations are included. Appendices provide samples of survey and record maintenance forms and dissemination publications created for the project.
DESCRIPTORS:
Aging (Individuals)
Cost Effectiveness
Information Needs
Public Libraries

PR No. 40
INSTITUTION: Drexel University
Subsidiary—Graduate School of Library Science
ADDRESS: Philadelphia, PA 19104
PRINCIPAL INVESTIGATOR/S: Drott, Carl M.
PROJECT TITLE: Quantitative Inventory of Resource Development and Utilization for Metropolitan High School Students. Final Report
GRANT NUMBER: G007801806
ERIC No.: 188638
FY: 78 **AMOUNT FUNDED:** $62,500
ABSTRACT:
This study describes materials used by secondary school students in preparing independent study papers and other types of assignments calling for library use, including the use of home collections and school, public, college, and special libraries. Bibliometric methods were used to provide

measurement of the nature and currency of books, magazines, encyclopedias, newspapers, government documents, and pamphlets referenced by students. A sample of 15 high schools representing five school districts and two independent schools provided data on 1,845 students from 73 classes. Four major sources of data were (1) bibliographies (or reference lists) of student papers; (2) a questionnaire survey of students describing facilities used; (3) a survey of teachers on assignments, instructions given students, and type of library skills provided; and (4) interviews with school librarians on user services and collection policies. Book reports were examined as a separate investigation, and a separate analysis was performed to describe lists of recommended titles included in 19 bibliographic publications used as selection tools by high school librarians. Among these tools were the Senior High School Catalog, the Junior High School Catalog, the National Association of Independent Schools list, and lists of award books.

DESCRIPTORS:
High School Students
Library Collections
Library Surveys
Use Studies

PR No. 41
INSTITUTION: Eastern Michigan University
ADDRESS: Ypsilanti, MI 48197
PRINCIPAL INVESTIGATOR/S: Reeves, Pamela
PROJECT TITLE: Library Services for Nontraditional Students. Final Report.
GRANT NUMBER: G007801811
ERIC No.: 184550
FY: 78 **AMOUNT FUNDED:** $40,890
ABSTRACT:
A research/evaluation project was conducted to assess library needs, use, and services for nontraditional students, and construct an experimental library skills course. A survey of every tenth student assessed his needs for library services and facilities in relation to 17 personal factors, using the chi-square test to establish relationships. A new credit-bearing library skills course was developed with emphasis on individualized instruction, and special efforts were made to recruit students who were starting or resuming college after several years out of school. Thirty-seven students completed the library skills course; over half of this group had had some interruptions in education. Data from a pretest and posttest and from other courses taken concurrently by this group were analyzed by t-test, multiple regression, and one-way analysis of covariance. Analyses showed that the students who took the course improved their library skills substantially, that interrupted students did not differ significantly from others in success with the course, and that taking the course did not significantly affect success in other courses taken concurrently. The library needs survey, a breakdown of responses, correlations between personal factors, the pretest, the posttest, and the course evaluation are appended.

DESCRIPTORS:
Academic Libraries
College Libraries
Individualized Instruction
Library Skills

PR No. 42
INSTITUTION: Educational Testing Service
ADDRESS: Princeton, NJ
PRINCIPAL INVESTIGATOR/S: Cline, Hugh F.
PROJECT TITLE: Impact of Automation on Libraries and Information Service
GRANT NUMBER: G007801813
ERIC No.: 313052
FY: 78 **AMOUNT FUNDED:** $86,850
ABSTRACT:
Report of a 12-month study of the impact of automation on large academic libraries which included an examination of a series of alternative policies for the management and funding of libraries as they adopt and adapt to various information science technologies and four case studies of selected universities. Drawing upon the theoretical perspectives of the sociology of formal organizations, the study clarifies the impact of technology on organizational structure and functions. Policy recommendations were addressed to library managers, funding agencies, and library schools.

DESCRIPTORS:
Academic Libraries
Automation
Library Automation
University Libraries

PR No. 43
INSTITUTION: Florida State University
ADDRESS: Tallahassee, FL 32306
PRINCIPAL INVESTIGATOR/S: Jahoda, G.; Needham, William
PROJECT TITLE: Public Library Service to the Physically Handicapped Persons
GRANT NUMBER: G007801807
ERIC No.: 313051
FY: 78 **AMOUNT FUNDED:** $45,392
ABSTRACT:
The state of public library service to physically handicapped persons (persons with visual, hearing, or mobility impairments) was determined with the aid of questionnaires. Usable returns were received from 398 public libraries that serve populations of more than 25,000 and are not network libraries of the Library of Congress National Library Service for the Blind and Physically Handicapped (NLS), 84 NLS network libraries that are also part of public libraries, 44 state library agencies, and members of the American Council of the Blind, an organization of blind persons. While public library service to hearing impaired persons appears to be in greatest need of improvement, public library resources, services, and facilities for visually and mobility impaired persons also should be improved. Specific recommendations include greater involvement of handicapped persons (the actual and potential users of the service) in the planning and evaluation of the library service, training of the library staff in special resources and services available to handicapped persons, and having a

staff member responsible for coordinating library service to this group at both the building and system levels.
DESCRIPTORS:
Handicapped
Library Services
Physically Handicapped
Public Libraries

PR No. 44
INSTITUTION: Indiana Department of Public Instruction
Subsidiary—Division of Instructional Media
ADDRESS: Indianapolis, IN 46204
PRINCIPAL INVESTIGATOR/S: Land, Phyllis; Markuson, Barbara; Alexander, Janice
PROJECT TITLE: Network Approach to Non-Print Media Cataloging for Schools: A Report of an Indiana Department of Public Instruction and Indiana Cooperative Library Services Authority (INCOLSA) Project for Using the OCLC System
GRANT NUMBER: G007805130
ERIC No.: 313053
FY: 78 **AMOUNT FUNDED:** $149,000
ABSTRACT:
This report describes a demonstration of cooperative cataloging of non-print media in a network environment. The project was jointly managed by the Indiana Department of Public Instruction and the Indiana Cooperative Library Services Authority (INCOLSA), a state-wide multi-type library network. Staff at large school library media centers in Indiana were trained to catalog non-print media to national standards including full MARC tagging. They were, in effect, decentralized cataloging nodes in the OCLC system, with INCOLSA staff doing data base searches and actual catalog card production. Of 7,495 titles cataloged, a hit rate of 70% was obtained and 1,240 original cataloging records were added to the OCLC data base. A decentralized, standardized approach to non-print media cataloging was judged satisfactory by participants. Participants judged that the project had significantly increased their knowledge and skills in cataloging and MARC standards for non-print media. The project led to five large school corporations converting to online network operation. Project recommendations include: increased school/network demonstrations, adoption of national standard for cataloging non-print media by school library media centers, and the need for a feasibility study of a producer/manufacturer distributor bibliographic control center to input cataloging data directly to the OCLC data base.
DESCRIPTORS:
Cataloging
Networks & Networking
Non-print Media
School Libraries

PR No. 45
INSTITUTION: Mitre Corporation
ADDRESS: McLean, VA 22101
PRINCIPAL INVESTIGATOR/S: Polk, Sydney; Toohill, Barbara G.
PROJECT TITLE: Guide to Library Automation
GRANT NUMBER: G007801810
ERIC No.: 188630
FY: 78 **AMOUNT FUNDED:** $74,370
ABSTRACT:
Directed toward librarians and library administrators who wish to procure automated systems or services for their libraries, this guide offers practical suggestions, advice, and methods for determining requirements, estimating costs and benefits, writing specifications procuring systems, negotiating contracts, and installing systems. The advice reflects the experience of librarians themselves. Systems and services designed to meet the needs of acquisitions, audiovisual cataloging, circulation, reference, and serials functions are described. Appendices include a directory of systems, services, and vendors, as well as a glossary of computer terms.
DESCRIPTORS:
Automation
Library Automation
Library Technical Processes

PR No. 46
INSTITUTION: Northern Virginia Training Center for the Mentally Retarded
ADDRESS: Fairfax, VA 22030
PRINCIPAL INVESTIGATOR/S: Perash, Helen; Ownby, Margaret; Braun, Sonja
PROJECT TITLE: Demonstration Project of Model Library Programs for Institutionalized Mentally Retarded and Multiple Handicapped Persons
GRANT NUMBER: G007801812
ERIC No.: 183169
FY: 78 **AMOUNT FUNDED:** $17,020
ABSTRACT:
Moderate success of individualized programs for severely and profoundly mentally retarded persons in library settings is documented in this report. These programs were developed following a survey tabulation and analysis of individual education programs, individual program plans, programs assessment chart profiles, and psychological and speech evaluations. Areas selected for the target group of 30 persons included fine-motor skills, attention span, communication skills, and cognitive skills. This report includes data on subject performance over the course of the project, as well as a description of the types and scope of the library programs administered. Appendices provide guidelines developed for library volunteers that participated in the project, a list of materials used, curricula, baseline data, a list of reinforcements used, a program narrative report for each subject, the questionnaire used for staff, and volunteer evaluations.
DESCRIPTORS:
Demonstration Projects
Institutionalized Persons
Library Science
Mental Retardation
Volunteers

PR No. 47
INSTITUTION: Portland State University

BEST COPY AVAILABLE

Subsidiary—School of Education
ADDRESS: Portland, OR 97207
PRINCIPAL INVESTIGATOR/S: Petrie, Joyce; Whitmore, Linda; Schmoldt, Linda M.
PROJECT TITLE: Educational Media for Handicapped Students in Regular K-12 Schools (Media and Mainstreaming Project)
GRANT NUMBER: G007801804
ERIC No.: 309751
FY: 78 **AMOUNT FUNDED:** $69,987
ABSTRACT:
Phase I provides the basic content for an operational model, guidelines and assessment guide for the use of school personnel to make necessary changes and adjustments in response to meeting the media related needs of handicapped students. A National Advisory Committee (3 media specialists and 3 special educators) and a Task Force Committee of 7 school and district level special educators and 11 schools and district level media specialists were divided into 5 subgroups to develop the component parts of the study. Their review of related research revealed a paucity of professional literature relating to school media programs for handicapped students; a need for comprehensive and field-tested materials, a need for a comprehensive media program; and a need to field-test the model. The manual includes the basic model; an overview of mainstreaming; and Chapters 4-9 on Staffing Programs-Services, Programs-Instruction, The Media Collection, Equipment, and Facilities and Environment. Chapters 10-18 are specific to handicapping conditions in relation to the media center's components. Chapter 19 is the Resource section and Chapter 21 is the Assessment Guide—basically an evaluation form.
DESCRIPTORS:
Handicapped
Library Services
Mainstreaming
School Libraries

PR No. 48
INSTITUTION: Seattle University
Subsidiary—Community Resource Center
ADDRESS: Seattle, WA 98122
PRINCIPAL INVESTIGATOR/S: Fitzpatrick, Linda; Burr, Julie; Willis, Don
PROJECT TITLE: Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Phase I.
GRANT NUMBER: G007801818
ERIC No.: 184549
FY: 78 **AMOUNT FUNDED:** $57,516
ABSTRACT:
A project was undertaken jointly by the Seattle Public Library and Seattle University's Community Resource Center to establish a method of making pertinent information available to community group members. Activities of the Community Resource Center were to: (1) coordinate a computerized directory of community groups, (2) publish a newsletter, (3) edit five case studies of community activities, (4) answer information and referral requests, (5) form a community information advisory committee, and (6) design and implement the project evaluation. The Seattle Public Library pursued these activities: preparation for the establishment of a community resource system, establishment of neighborhood resource centers. training sessions for library staff, and project promotion. Activities of both project participant groups were evaluated through questionnaires given to branch library staffs, project staff, and key persons involved with the project. Use of neighborhood resource centers was evaluated through pre-project and follow-up questionnaires sent to leaders of community groups. Effectiveness of the program and plans for its second year complete the report, with information-gathering tools and samples of community publications appended.
DESCRIPTORS:
Community Centers
Community Information Centers
Library Services
Public Libraries

PR No. 49
INSTITUTION: State University of New York at Buffalo
Subsidiary—School of Information and Library Studies
ADDRESS: Buffalo, NY 14260
PRINCIPAL INVESTIGATOR/S: Ellison, John
PROJECT TITLE: Storage and Care of Nonbook Materials in Libraries
GRANT NUMBER: G007801817
ERIC No.: 181885
FY: 78 **AMOUNT FUNDED:** $14,202
ABSTRACT:
These self-evaluation forms for magnetic tape, original paintings/prints, microform, and maps storage and care was designed to assist librarians who work with active non-book collections. Developed from an extensive literature search on the storage and care of non-book materials, this form was field-tested for value and usability in 20 institutions representing a variety of types of library situations, and revised on the basis of field test results and recommendations made by several non-book authorities. Forms developed for other media formats are listed, as well as sources for rental of related slide tape productions. A rationale for having a storage and care program is discussed and recommendations are made. An extensive bibliography on the care of non-book materials, and a bibliography on miscellaneous non-book media are included.
DESCRIPTORS:
Art
Audiovisual Aids
Evaluation Criteria
Instructional Resources
Material Preservation

PR No. 50
INSTITUTION: Syracuse University
Subsidiary—School of Information Studies
ADDRESS: Syracuse, NY 13210
PRINCIPAL INVESTIGATOR/S: Daniel, Evelyn
PROJECT TITLE: Competency-Based Assessment Project. Final Report
GRANT NUMBER: G007801805
ERIC No.: 191434

FY: 78 **AMOUNT FUNDED:** $35,435
ABSTRACT:
This report summarizes the procedures and outcomes of a study undertaken to provide educational decision-makers with an array of cost effective strategies for assessing the individual competencies of school library media specialists. It provides a literature review of the field and discussions of the classification and definition of assessment methods, measures of their effectiveness and efficiency, cost effectiveness model, general competency assessment by faculty, the dissemination of project results and the research agenda. Appendices detail the competencies for media specialists, competency evaluation techniques, interview protocol for determination of faculty assessment activities, and interview protocol for estimates of faculty assessment costs.
DESCRIPTORS:
Competencies
Job Performance
Media Specialists
School Librarians

PR No. 51
INSTITUTION: Temple University
Subsidiary—Libraries
ADDRESS: Philadelphia, PA 19122
PRINCIPAL INVESTIGATOR/S: Shore, Elliott; Danky, James
PROJECT TITLE: Nontraditional Acquisitions Model for College Libraries
GRANT NUMBER: G007801814
ERIC No.: 234812
FY: 78 **AMOUNT FUNDED:** $58,387
ABSTRACT:
In Phase I the publications by small basically noncommercial presses were identified by librarians who know and actively seek out these and the Committee of Small Magazine Editors and Publishers. The resources of the Contemporary Culture Collection at Temple University was another resource used to develop the nontraditional acquisition model. See ED 234812 for Phase II.
DESCRIPTORS:
Activism
Cataloging
Library Role
Publications

PR No. 52
INSTITUTION: University of North Carolina at Greensboro
ADDRESS: Greensboro, NC 27412
PRINCIPAL INVESTIGATOR/S: Hines, Theodore
PROJECT TITLE: Children's Media Data Bank and Information Center
GRANT NUMBER: G007801953
ERIC No.: 0
FY: 78 **AMOUNT FUNDED:** $69,000
ABSTRACT:
This project is a continuation and extension of previous work on the value of applying information science techniques (primarily those involved in computer use) to augment access to school media center material.

Phase two of the project involved continued exploration of the use of the small database of early childhood/juvenile nonprint media created during phase one. The data base was expanded to be representative of the excellent collection of currently available material at the elementary level.

This phase continued the building of a Children's Media Bank and Information Center, using the data bank material to apply information science techniques and augmented information access techniques on a significant scale. Work included field testing of on-line terminal searching and testing of the adaptability of simple applications using a microcomputer (the latter possible only if a small expenditure for equipment is available).
DESCRIPTORS:
Children's Literature
Elementary Education
Information Retrieval
Networks & Networking
School Libraries

PR No. 53
INSTITUTION: University of Pittsburgh
ADDRESS: Pittsburgh, PA 15261
PRINCIPAL INVESTIGATOR/S: Fine, Sarah
PROJECT TITLE: Library Education and Resistance to Technology
GRANT NUMBER: G007801808
ERIC No.: 309776
FY: 78 **AMOUNT FUNDED:** $79,966
ABSTRACT:
In 1977, a study was undertaken at the University of Pittsburgh to focus on resistance to technology with a view to determining how such resistance may be lessened, thereby enhancing the potential expansion of library service to a broader range of citizens.

This project was a study of library school students and teachers to determine: (1) the extent to which technological transformation of library systems encountered resistance as preprofessionals entered the system; (2) the behavioral, attitudinal, environmental, and demographic variable which influenced the students' resistance; and (3) the extent to which the library school experience is designed to influence students' adaptability to professional change.

A national survey was conducted of students and faculty of accredited library schools to be implemented through in-depth interviews. Development of the study was based on models from the behavioral sciences.
DESCRIPTORS:
Attitude Measures
Library Education
Library Research
Library Systems

PR No. 54
INSTITUTION: Western Michigan University
Subsidiary—School of Librarianship
ADDRESS: Kalamazoo, MI 49008

PRINCIPAL INVESTIGATOR/S: Baechtold, Marguerite
PROJECT TITLE: Early Childhood Library Programming: Measurement and Evaluation
GRANT NUMBER: G007801816
ERIC No.: 188627
FY: 78 **AMOUNT FUNDED:** $30,569
ABSTRACT:
This research and demonstration project was undertaken to study styles and techniques of evaluation which are applicable to early childhood programming in school and public libraries, and to identify during a working conference some methods of measuring outcomes in order to improve and justify library programs for young children. The study report discusses a literature search in librarianship and the related fields of educational sociology, social work, and behavioral psychology; pre-planning for the working conference; the recruitment of participants; proceedings of the conference; and the conference follow-up. Examples of materials used in conference presentations, simulation devices, an analysis of the project, conclusions, a summary, and outcomes are provided, and appendices include a fact sheet, a revised list of staff for the conference, announcements, application and confirmation forms, a list of participants, and the agenda for the working conference. See ERIC NO. ED 302259.
DESCRIPTORS:
Child Development Evaluation
Library Services
Public Libraries
School Libraries

PR No. 55
INSTITUTION: American Library Association
Subsidiary—Association of Specialized and Cooperative Library Agencies
ADDRESS: Chicago, IL 60611
PRINCIPAL INVESTIGATOR/S: Cooper, Sandra
PROJECT TITLE: Curriculum Materials for Library Service to Jail Populations. Final Report.
GRANT NUMBER: G007900365
ERIC No.: 310773, 310777, 313036
FY: 79 **AMOUNT FUNDED:** $41,000
ABSTRACT:
In 1976 the American Library Association passed a resolution that recognized the right of inmates in local institutions to receive library services from the local public library. Jail Library Service: A Guide for Librarians and Jail Administrators, a curriculum guide, developed by the project for national and regional use in establishing and developing library services to the inmates of local jails, focussed on the need for jail library services and on the variety of service options that exist to fill these needs. Appendices include: Some National Resources, Library Standards for Jail and Detention Facilities, Sample Selection Policy, Sample Policy Statements and Sample Interest Surveys. The guide was initially published and copyrighted for 5 years by the American Library Association.
DESCRIPTORS:
Instructional Material
Libraries
Library Services
Prison Libraries

PR No. 56
INSTITUTION: Catholic University of America
Subsidiary—School of Library and Information Science
ADDRESS: Washington, DC 20064
PRINCIPAL INVESTIGATOR/S: Stone, Elizabeth W.
PROJECT TITLE: Development and Demonstration of Criteria and Guidelines for Quality Control in Continuing Education for Library/Information/Media Personnel.
GRANT NUMBER: G007900364
ERIC No.: 227849, 310774
FY: 79 **AMOUNT FUNDED:** $90,000
ABSTRACT:
This report describes a design, development, and demonstration project which was conducted by the Continuing Library Education Network and Exchange (CLENE) to formulate criteria for judging the quality of continuing education programs, and to design and demonstrate the feasibility of a nationwide voluntary approval system for providers of continuing education in the information, library, and media fields. The project was accomplished by a seven-member council of persons with continuing education expertise, a project staff, and a project evaluator. Drafts of project documents were written and distributed to the information, library, and media community for review and reactions; an open hearing was held to answer questions and receive comments; and a pilot survey of 13 providers of continuing education was performed to test the quality assurance criteria and the procedures of the provider approval system. Project background, objectives, methodology, results, and recommendations are presented in the report, as well as an evaluation of the project by an external evaluator. Extensive appendices include descriptions of two CLENE continuing education packages, guidelines and interview instruments used in the pilot survey, copies of documents presenting the quality assurance criteria and the provider approval system in their final form, applications for approval under the voluntary system, and other project forms and worksheets.
DESCRIPTORS:
Continuing Education
Librarians
Library Education

PR No. 57
INSTITUTION: Contract Research Corporation
Subsidiary—Education and Human Development, Inc.
ADDRESS: Belmont, MA 02178
PRINCIPAL INVESTIGATOR/S: Smith, Ester G.
PROJECT TITLE: Libaries in Literacy
GRANT NUMBER: 300790674
ERIC No.: 264867
FY: 79 **AMOUNT FUNDED:** $189,193
ABSTRACT:
In response to increased attention by federal and state agencies and community groups to the potential role of libraries in literacy education, the Office of Libraries and Learning Technologies (OLLT) initiated a national study of

library involvement in literacy education. Using surveys and case studies of public libraries, public school libraries, community college libraries, state institutional libraries, agencies cooperating with libraries in literacy education, and state library agencies, the study examined the extent to which libraries have become involved in literacy education, the types of literacy education services they provide, and the populations they serve. A sample of 900 libraries and agencies stratified by type of library or agency, by state, and by urban-suburban-rural location was selected. Six data collection instruments (one for each type of library or agency) were developed and administered, and 627 (70%) responses were received. This manuscript contains two volumes. The first volume contains a project overview, a description of the methodology used, the analysis of the survey data pertaining to the involvement of different types of libraries and agencies in literacy education, a composite profile of libraries with exemplary literacy education programs, and recommendations. The second volume contains four appendices: the literature review and bibliography, the case study interview schedules, the survey questionnaires, and site profiles of seven libraries with exemplary literacy education programs.

DESCRIPTORS:
Adult Literacy
Libraries
Library Services
Literacy Education

PR No. 58
INSTITUTION: Drexel University
Subsidiary—School of Information and Library Science
ADDRESS: Philadelphia, PA 19104
PRINCIPAL INVESTIGATOR/S: Childers, Thomas A.
PROJECT TITLE: Survey of Public Library Information and Referral Service: Phase II—Organizational Context and User Reactions
GRANT NUMBER: G007900362
ERIC No.: 313054
FY: 79 **AMOUNT FUNDED:** $57,000
ABSTRACT:
As a result of the first phase of this project, public libraries that provide information and referral (I&R) services were identified and a survey was made of their I&R practices.

Based on data from that survey, seven libraries identified as having significant information and referral service programs were examined and used as case studies to determine the direct and indirect costs of such services, the techniques developed for file structure and maintenance, the reaction of trustees and public library funders, the source of inspiration for I&R, staff and administration support of I&R activities, the impact on other library services, the origination of I&R, publicity, and relationships with other nonlibrary agencies.

DESCRIPTORS:
Library Administration
Library Surveys
Public Libraries
Referral Service

PR No. 59
INSTITUTION: Elgin Community College
ADDRESS: Elgin, IL 60120
PRINCIPAL INVESTIGATOR/S: Weiss, Jack
PROJECT TITLE: Research and Demonstration for a Comprehensive Package of Computer Programs to Serve Community College Learning Resource Centers. Phase II. Final Report.
GRANT NUMBER: G007902366
ERIC No.: 192747
FY: 79 **AMOUNT FUNDED:** $145,000
ABSTRACT:
One of 15 members of the Northern Illinois Learning Resources Cooperative (NILRC), Elgin Community College served as host institution for a project to design, develop, test, and install computer programs in a community college resource center environment. The service functions identified for systems development included circulation, serial holdings, equipment scheduling, materials preview and rental control, and media production. The development for the project took place within an IBM technical environment (Model 370/125 computer) and is designed for ease of transfer to other medium-sized or larger IBM computer systems. Special technical features include modular programming, COBOL coding, online documentation and programming, database management system design (DL/1), CICS teleprocessing with command level coding, and the extensive use of tables in the system design. The project report includes results of the activities, problems encountered, and extensive appendices.

DESCRIPTORS:
Community Colleges
Computer Programs
Learning Resource Center
Library Automation

PR No. 60
INSTITUTION: Gallaudet College
Subsidiary—Office of Demographic Studies
ADDRESS: Washington, DC 20002
PRINCIPAL INVESTIGATOR/S: Costello, Elaine
PROJECT TITLE: Development of a National Information Center on Deafness
GRANT NUMBER: G007900565
ERIC No.: 0
FY: 79 **AMOUNT FUNDED:** $28,368
ABSTRACT:
National patterns of information seeking and providing in the area of hearing impairment were studied through the use of a mail survey sent to a stratified random sample of 1,425 organizations. Responding organizations totalled 1,099 (77%) of which 1,057 (74%) were usable returns. For purposes of the study, organizations have been divided into eleven subgroups, stratified according to organizational role.

Of the 1,057 organizations, 921 receive information inquiries. Within each organizational category, 70% or more of the respondents receive inquiries. Also the data show that 75% of these organizations cannot begin to meet the requests with specific materials or answers. About one-half of these send their inquiries directly to an agency they

believe can respond. Over half prepare fact sheets, brochures or other materials related to hearing impairment. About 90% prepare materials for lay persons; 70% prepare materials for professionals. Obtaining assistance from Gallaudet when the information center is operating was anticipated by 94% of the respondents.

Appendices include 92 tables, survey instrument, comments from respondents and list of respondents.

DESCRIPTORS:
Computer Programs
Deafness
Hearing Impairment
Information Centers
Speech & Hearing Centers

PR No. 61
INSTITUTION: North Texas State University
Subsidiary—School of Library and Information Science
ADDRESS: Denton, TX 76203
PRINCIPAL INVESTIGATOR/S: Kitchens, James A.
PROJECT TITLE: Olney Experiment: A Venture in Coordination and Merger of School and Public Libraries. (See also PR No. 70)
GRANT NUMBER: G007900363
ERIC No.: 202477
FY: 79 **AMOUNT FUNDED:** $39,999
ABSTRACT:
This project describes and evaluates the Olney community library in Olney, Texas. Since 1973 this community has operated a coordinated library, originally established with the aid of USOE grant (HEA II-B, Research and Demonstration Program), merging the functions of its school and public libraries. A study was made of the coordinated library over its four-year history to evaluate its effectiveness in delivery of library services.

Data was collected from city, school, and library personnel as well as students and key informants from the community. Relevant documents, such as minutes and official policy statements, were investigated. The information collected was used to identify the problems and solutions of an administrative, legal, social, financial, and service nature which the coordinated library has encountered. *An evaluative model*, including recommendations, *was produced* which can be employed in determining the effectiveness of this approach to the delivery of library services.

DESCRIPTORS:
Community Programs
Library Cooperation
Mergers
Public Libraries
School Libraries

PR No. 62
INSTITUTION: Portland State University
Subsidiary—School of Education
ADDRESS: Portland, OR 97207
PRINCIPAL INVESTIGATOR/S: Petrie, Joyce; Whitmore, Linda
PROJECT TITLE: Educational Media for Handicapped Children in Regular K-12 Schools. Phase II.
GRANT NUMBER: G007900539
ERIC No.: 309751
FY: 79 **AMOUNT FUNDED:** $80,200
ABSTRACT:
Phase I of this project developed the basic content for a set of operational models, procedures and assessment guides which can be utilized by school personnel to revise their school's library/media centers in response to the needs of handicapped students.

Phase II involved field testing and revision of the Phase I operational models, procedures and assessment guides. Field testing was designed to determine whether the operational models, assessment guides and materials were (a) complete and accurate, (b) clearly stated, (c) valid and reliable and (d) useful in assisting school personnel to produce and implement plans for revising the media center to meet the needs of each type of handicapped student, and to obtain input for revision of products to that end.

DESCRIPTORS:
Handicapped
Library Services
Mainstreaming
School Libraries

PR No. 63a
INSTITUTION: Seattle Public Libraries
ADDRESS: Seattle, WA 98122
PRINCIPAL INVESTIGATOR/S: Burr, Julie
PROJECT TITLE: (a) Fund Raising for Neighborhood Groups: What Works in the Seattle Area.
GRANT NUMBER: G007900538
ERIC No.: 205437
FY: 79 **AMOUNT FUNDED:** $82,457
ABSTRACT:
This study cites examples of fund raising ideas and activities of neighborhood and community improvement groups in Seattle. The intent of the study is to offer documentation and analysis of successful fund raising activities to other nonprofit, voluntary community groups which are interested in seeking financial support for their activities. Information is presented in six major parts. Part I discusses factors which community groups should consider in selecting the most appropriate fund raisers. Information is presented on targeting the amount of money the group wishes to earn, analyzing the make-up of the community, and identifying talents of community group members. Part II describes steps involved in planning fund raising, including preparation time, allocation of responsibilities, and selection of a date for the fund raising event. Part III focuses on publicizing fund raising events. Part IV describes fund raising events of nine Seattle community groups. The final section contains a discussion of how a system of collecting dues from members of community groups can serve as a means of raising funds. The document concludes with an appendix which presents the 50-item questionnaire on which case studies in the report are based.

DESCRIPTORS:
Community Action

Fund Raising
Volunteers

PR No. 63b
INSTITUTION: Seattle Public Libraries
ADDRESS: Seattle, WA 98122
PRINCIPAL INVESTIGATOR/S: Burr, Julie
PROJECT TITLE: Fund Raising Strategies for Community Organizations to Support Major Activities: A Case Study of Southeast Effective Development. (S.E.E.D.)
GRANT NUMBER: G007900538
ERIC No.: 205436
FY: 79 **AMOUNT FUNDED:** $0
ABSTRACT:
This case study of successful fund raising by a Seattle community coalition is intended to provide information to other community groups as they develop fund raising efforts. The case study begins with a presentation of information gleaned from a review of past newsletters and financial statements of the Southeast Effective Development (S.E.E.D.) community coalition. In this opening section, information is presented on the block grant funds which has been S.E.E.D.'s major source of financial support in the past, changes of focus throughout S.E.E.D.'s existence, and soliciting funds from private companies and agencies. In the next section, S.E.E.D.'s fund raising strategies are outlined. Topics discussed include designing and submitting proposals for funding, fund raising responsibilities, identifying concerns and goals of potential fund raising sources, searching for funds to support a particular program, and taking advantage of opportunities and community connections. The appendix which concludes the document presents a list of questions about the various grants and donations mentioned in S.E.E.D.'s newsletters and financial statements, fund raising strategies and policies, and S.E.E.D.'s major sources of financial support. The appendix also includes a 1976-1977 annual report of S.E.E.D., a 1978 financial statement, and notes to the financial statement.
DESCRIPTORS:
Case Studies
Community Action
Fund Raising
Volunteers

PR No. 63c
INSTITUTION: Seattle Public Libraries
ADDRESS: Seattle, WA 98122
PRINCIPAL INVESTIGATOR/S: Johnson, Margaret C.
PROJECT TITLE: Montlake Community and R.H. Thompson Freeway
GRANT NUMBER: G007900538
ERIC No.: 205438
FY: 79 **AMOUNT FUNDED:** $0
ABSTRACT:
This document presents a case study of the controversy between freeway developers associated with the Washington State Highway Department and citizens of Montlake community, Seattle. The intent is to provide information to other neighborhood and community groups on successful citizen activism strategies. In the opening section, a chronology of events is presented to detail the process by which Montlake came to see the R.H. Thompson Expressway as a threat. Information is presented on planning commission statements, highbond issues, statements in favor of and opposed to the freeway, court hearings, and media coverage. The second section analyzes events discussed in the chronology, with emphasis on approaches within the anti-freeway effort which were particularly successful. Topics discussed include the mobilizing ideology of the anti-freeway coalition, techniques used to organize homeowners in the proposed freeway corridor, political characteristics of anti-freeway activists, and application of lessons learned in the Montlake experience to other citizen participation efforts. Appended materials include maps of Seattle and the Montlake community area, copies of newspaper clippings, special bulletins related to the controversy over freeway construction, and an artist's conception of the proposed freeway.
DESCRIPTORS:
Activism
Case Studies
Community Action
Urban Planning

PR No. 63d
INSTITUTION: Seattle University/Seattle Public Libraries
ADDRESS: Seattle, WA 98122
PRINCIPAL INVESTIGATOR/S: Fitzpatrick, Linda; Burr, Julie; Johnson, Margaret
PROJECT TITLE: Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Phase II.
GRANT NUMBER: G007900538
ERIC No.: 207546
FY: 79 **AMOUNT FUNDED:** $0
ABSTRACT:
Designed to facilitate neighborhood resource centers for community projects, this 2-year cooperative demonstration project between the Seattle Public Library and Seattle University's community resource program developed four methods for libraries to serve community groups on an effective and continuing basis: regular attendance by librarians at community group meetings; contributions by community leaders to their neighborhood libraries; formal presentations by librarians to community groups; and installation of computer terminals in neighborhood libraries. Also included in these programs was the involvement of all levels of librarians in planning, special orientation, training, outreach, and evaluation. Project activities were evaluated by comprehensive and special purpose questionnaires for specific models and activities, interviews, and the deliberations of an ad hoc library and staff committee. Results indicated the combination of librarian training and outreach increased the visibility of special collections; computer terminals increased public awareness of library accessibility; and, finally, that outreach improves the ability of the library staff to improve professional skills and enhances the overall visibility of library services. Appendices include questionnaires, supporting administrative documents, and sample public relations materials.

DESCRIPTORS:
Case Studies
Citizen Participation
Community Action

PR No. 64
INSTITUTION: Simmons College
Subsidiary—School of Library Science
ADDRESS: Boston, MA 02115
PRINCIPAL INVESTIGATOR/S: Chen, Ching-Chih
PROJECT TITLE: Regional Investigation of Citizens' Information Needs in New England
GRANT NUMBER: G007900537
ERIC No.: 186031
FY: 79 **AMOUNT FUNDED:** $99,806
ABSTRACT:
This report presents the findings of a study conducted between July and October 1979 to analyze the information needs of New England citizens, their information seeking patterns, and the effectiveness of libraries in meeting those needs. It examines everyday information needs, both occupational and non-occupational, of adult residents from 2,400 randomly selected households, 400 per state who participated in telephone interviews lasting an average of 15 minutes. The interviews were designed to gather data on situations requiring information, the behavior of information seekers, the types and varieties of source providers consulted, the perceived level of satisfaction with source providers, the reasons for library use and non-use, and barriers encountered in the information search. It was found that New England residents infrequently consulted libraries as information resources, that many respondents considered libraries to be irrelevant to their information needs, and that libraries were used most by people who fell within a few occupational categories. Five references are cited, and tables display the data collected.

This summative report highlights finding of a survey into the everyday information needs of New England residents related to occupational and non-occupational situations in which they made decisions, sought answers, or clarified or solved problems. Data from the survey provide insights into the behavior of information seekers, information sources consulted, perceived level of user satisfaction with information sources, institutional and environmental barriers to effective information seeking, and reasons for use and non-use of libraries.
DESCRIPTORS:
Information Needs
Information Seeking
Library Role
Use Studies

PR No. 65
INSTITUTION: Temple University
Subsidiary—University Libraries
ADDRESS: Philadelphia, PA 19122
PRINCIPAL INVESTIGATOR/S: Shore, Elliott; Danky, James
PROJECT TITLE: Alternative Publications in College Libraries: A Handbook
GRANT NUMBER: G007900482
ERIC No.: 234812
FY: 79 **AMOUNT FUNDED:** $55,000
ABSTRACT:
The papers presented focus on the library acquisition, processing, and use of alternative publications, which include small press and other materials produced by non-standard, non-establishment groups or individuals. In "Libraries and Alternatives: An Essay," Patricia Glass Schuman discusses the importance of alternative publications and the role of libraries in making these publications available. James Danky in "The Acquisition of Alternative Materials," describes increasing conglomeration in the publishing industry, library acquisition and jobber procedures which inhibit alternative press entry into the library market, and censorship. Lists of alternative review media and selection tools and alternative press distributors are also provided. In *Access to Alternatives: New Approaches in Cataloging*, Sanford Berman provides guidelines for cataloging radical materials with comparative examples of alternative and standard treatments (based on Library of Congress and OCLC rules). Elliott Shore and Daniel Tsang, in "Reference Service for Alternative Publications," discuss the placing of alternative publications in special collections, networking among libraries with alternative collections, indexes, bibliographic verification tools, general reference works, and specialized reference works in alternative literature and lifestyles, energy and technology, the women's and gay liberation movements, third world movements, and radical politics. A 135-item bibliography and a brief description of the Alternative Acquisitions Project, based at Temple University (Pennsylvania) are also provided.
DESCRIPTORS:
Activism
Cataloging
Library Acquisitions
Library Role
Publications

PR No. 66
INSTITUTION: Bibliographic Center for Research
ADDRESS: Denver, CO 80201
PRINCIPAL INVESTIGATOR/S: Segal, Joan
PROJECT TITLE: New Methods of Teaching Online Searching of Computerized Databases
GRANT NUMBER: G008007056
ERIC No.: 0
FY: 80 **AMOUNT FUNDED:** $57,125
ABSTRACT:
In cooperation with the Fund for the Improvement of Postsecondary Education, Office of Libraries and Learning Technologies sponsored this project to study the effectiveness and cost of Computer Assisted Learning Packages (CALP) and compared them with traditional workshop training for librarians and other information workers. One finding is that participants who used the CALP method of learning experienced a feeling of isolation—a feeling not indicated by workshop participants. It was also found that CALP participants had a higher failure rate on tests than the

workshop participants. Finally there was little cost difference between CALP and the workshop.
DESCRIPTORS:
Cataloging
Computer Assisted Instruction
Databases

PR No. 67
INSTITUTION: Contract Research Corporation
Subsidiary—Education and Human Development
ADDRESS: Belmont, MA 02178
PRINCIPAL INVESTIGATOR/S: Smith, Ester G.
PROJECT TITLE: Libraries in Literacy Education
GRANT NUMBER: 300790674
ERIC No.: 264867
FY: 80 **AMOUNT FUNDED:** $49,151
ABSTRACT:
The problem of illiteracy, its magnitude and deleterious impact on the lives of those affected by it came to national attention during the War on Poverty era and was substantiated in subsequent research demonstrating that one-fifth of the adult population in the United States are functionally illiterate. As a growing concern to educators, employers and government officials, literacy education efforts were initiated and organized at the federal, state and local levels. Being resources of information and education, libraries' potential in the literacy education effort has attracted increased attention on the part of federal and state agencies and community groups. However, the extent to which libraries have become involved in literacy education, the types of literacy education services they provide, and the populations served by them had remained largely unknown. In response, the Office of Libraries and Learning Technologies (OLLT), Department of Education had initiated a national study of public library involvement in literacy education using surveys and case studies of public libraries, public school libraries, community college libraries, state institutional libraries, agencies cooperating with libraries in literacy in education, and State Library Agencies. The study was awarded in October, 1979 to CRC Education and Human Development, Inc. of Belmont, Massachusetts and completed in May, 1981.
DESCRIPTORS:
Academic Libraries
Libraries
Literacy Education
Literacy (Public Libraries)

PR No. 68
INSTITUTION: University of California, Los Angeles
ADDRESS: Los Angeles, CA 90024
PRINCIPAL INVESTIGATOR/S: Davis, Nathaniel
PROJECT TITLE: Survey of and Guide to Abstracting and Indexing Services for Current Black Periodical Literature
GRANT NUMBER: G007900481
ERIC No.: 0
FY: 79 **AMOUNT FUNDED:** $55,040
ABSTRACT:
This study surveyed the state of abstracting and indexing (A&I) services for current exclusively Black and high Black content periodical literature. The research was conducted in four stages: (1) compilation of an exhaustive list of currently published exclusively Black and high Black content journals; (2) compilation of an exhaustive list of currently published A&I services; (3) identification of journals covered and not covered by A&I services; and (4) description and critical assessment of the adequacy of the A&I services which cover Black periodical literature. Variables central to the analysis included but were not limited to: coverage, timeliness, access points, and classification schemes. On the basis of the results of this study a "Guide to A&I Services for Afro-American and Black Periodical Literature" will be prepared. No report is available.
DESCRIPTORS:
None/Not in ERIC

PR No. 69
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Roderer, Nancy K.; and Others
PROJECT TITLE: Library Human Resources: A Study of Supply and Demand.
GRANT NUMBER: 300800704
ERIC No.: 234799
FY: 80 **AMOUNT FUNDED:** $176,151
ABSTRACT:
An extensive literature review, a survey of approximately 275 library schools, an employer survey of 2,335 of the estimated 43,600 libraries in the United States, and the development of regression models for forecasting purposes were used to identify the current and future supply of and demand for professional librarians through 1990. The study showed that in 1982 there were approximately 136,000 full time equivalent (FTE) librarians employed in libraries, with the majority having an MLS degree, and that about 80% of the approximately 7,000 graduates of library programs in 1980/81 went on the library employment, and 10% to student or unemployed status. Study projections showed that the number of library positions is expected to increase modestly in the early 1980's and then level off through 1990, while the number of individuals seeking professional library employment is expected to remain fairly constant. This document presents information on the current library labor market, projections of supply and demand, and the implications of study findings. Also provided are an executive summary, extensive tables, descriptions of survey methodology and the development of supply and demand projections, sample questionnaires, and a 330-item bibliography.
DESCRIPTORS:
Employment Projections
Higher Education
Librarians
Library Education
Occupational Surveys

PR No. 70
INSTITUTION: North Texas State University
Subsidiary—School of Library and Information Science

ADDRESS: Denton, TX 76203
PRINCIPAL INVESTIGATOR/S: Kitchens, James A.
PROJECT TITLE: Evaluation and Assessment of the Olney Community Library
GRANT NUMBER: G007900363
ERIC No.: 202478
FY: 80 **AMOUNT FUNDED:** $36,619
ABSTRACT:
From 1974 to 1979, the town of Olney, Texas, operated a single library which combined the functions, but not the collections, of their elementary, junior, and senior high schools, and public libraries. In June of 1979, they dedicated a new building which merged the collections of these libraries. Data for this evaluation and assessment of the functions of the combined library from its inception to the dedication of the new building were collected through 60 personal interviews with library personnel, teachers, students, and community members. Questions focused on problems, successes, day-to-day operation, budget, funding patterns, and attitudes toward the library. The findings of this study indicate that the combined public/school library in Olney is successful, and it is suggested that other communities of similar size might profitably follow the model developed in Olney.
DESCRIPTORS:
Community Resource Centers
Library Cooperation
Public Libraries
School Libraries

PR No. 71
INSTITUTION: Cuadra Associates, Inc.
ADDRESS: Santa Monica, CA 90403
PRINCIPAL INVESTIGATOR/S: Cuadra, Carlos A.
PROJECT TITLE: Library and Information Science Research Agenda for the 1980s: Final Report
GRANT NUMBER: 300810022
ERIC No.: 211123
FY: 81 **AMOUNT FUNDED:** $127,354
ABSTRACT:
This report presents the results of a project designed to assist the Department of Education, Office of Libraries and Learning Technologies (OLLT), and the wider community. It also serves to identify research priorities for the 1980s in the field of library and information science. The rationale for establishing a national research agenda for the 1980s is discussed, and definitions of library science, information science, and research are presented. The project design and methodology are described, with special emphasis on the nature and function of the centerpiece of the project, a 3-day meeting at which carefully selected library and information science professionals evaluated and ranked topics for research in order to establish a Research Agenda. A summary report of this meeting is included as well as the Research Agenda, which is made up of 20 projects in four broad areas, and discussion of interpretations and possible uses of the Research Agenda. A list of meeting participants, 13 tables, and a 55-item bibliography accompany the text. Appended to the report are the results of a literature scan on library information science research, full descriptions of research agenda projects, and summaries of non-agenda projects.
DESCRIPTORS:
Information Science
Library Research
Library Science

PR No. 72
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose-Marie; King, Donald W.
PROJECT TITLE: New Technology and the Public Library
GRANT NUMBER: Commissioned paper
ERIC No.: ED 223258
FY: 81 **AMOUNT FUNDED:** $5,000
ABSTRACT:
This report presents current and potential library applications of new technologies, issues surrounding their introduction into public libraries, and activities suggested for use during the introduction procedure. A brief appraisal of the public library's role in the information transfer process precedes a review of library automation in acquisitions, cataloging, reference, circulation, and serial control activities. Increasing investment in computers, communications, and information technology on the part of publishers, database producers, and library users is discussed as well as the effect on libraries of electronic publishing, word processing, electronic mail, electronic document delivery, videodiscs, microcomputers, cable television, videotex, and teletext. An analysis of the issues involved in the introduction of new technology in public libraries concentrates on library funding and user charges, with shorter sections on questions of education and training, information quality control, copyright, invasion of privacy, and private/public sector relationships. Following a brief consideration of overcoming resistance to change, a planning outline for use in public libraries during the introduction of new technology is presented, which includes sections on how to get started, feasibility analysis and design, equipment selection and procurement, dealing with personnel and physical environment problems, and post-implementation evaluation. Sixty-one references, a glossary, and a list of consulting firms are provided.
DESCRIPTORS:
Automation
Case Studies
Library Administration
Online Systems
Public Libraries
Technology

PR No. 73
INSTITUTION: Martin, Nina Nix
ADDRESS: Tuscaloosa, AL 35487
PRINCIPAL INVESTIGATOR/S: Martin, Nina Nix
PROJECT TITLE: State Education Agency Responsibilities and Services for School Library Media Programs
GRANT NUMBER: Commissioned paper
ERIC No.: 217889

FY: 81 **AMOUNT FUNDED:** $7,500
ABSTRACT:
The purpose of this study is to review the findings of the various groups and individuals who have delineated the role of the state educational agency in the provision of school library media services, to study a selected group of state agencies to determine the manner by which they provide service, to seek the opinions of authorities serving in the capacity of state educational media supervisors regarding their role, and to synthesize the information into a model for the consideration of state educational agencies in planning for improved information service. Nine states selected on the basis of geographic location, history of previous support for library media services, and provision of state aid participated in the study — Alabama, Florida, Iowa, Maine, Maryland, New York, North Carolina, Oklahoma, and Wisconsin. Data presented and discussed for each state include the legal basis for library media programs and services, organizational structure of the library media unit within the state education agency, professional personnel, and functions and activities of the units. Organizational charts portray two alternative placements for a library media unit within the state department of education proposed by the model, as well as the sections comprising the unit, and job descriptions for media personnel are provided. A 35-item reference list is included, as well as three appendices: a suggested model for state legislation, organizational charts for the states studied, and a bibliography of selected state publications.
DESCRIPTORS:
Case Studies
Elementary Education
Government Role
Library Services
School Libraries

PR No. 74
INSTITUTION: Mason, Marilyn Gell
ADDRESS: Cleveland, OH 44114
PRINCIPAL INVESTIGATOR/S: Mason, Marilyn Gell
PROJECT TITLE: Federal Role in Library Networking
GRANT NUMBER: Commissioned paper
ERIC No.: 224483
FY: 81 **AMOUNT FUNDED:** $5,000
ABSTRACT:
This paper examines library network activity in the United States and the past, present, and future roles of the federal government in nationwide library networking. The first chapter describes the history and development of library networks and defines terms used in the report. An examination of the current status of networks in the second chapter includes an outline of some of the most critical issues confronted and descriptions of four major information utilities and 21 state or multi-state service centers. Seven federal agencies specifically concerned with library networking are described in the third chapter, with particular attention given to the Library of Congress (LC) and the Office of Libraries and Learning Technologies (OLLT), and Federal Library Committee (FLC). The fourth chapter outlines networking issues of specific concern to the federal government, explores interrelationships among the federal agencies involved with library networking, and identifies political and economic trends which affect the agencies. The role and future strategies of the federal agencies in networking are examined in the fifth chapter, which presents six objectives for future federal participation in library networking based on the decentralized development of library networks in response to local and regional service needs, and the historically supportive but non-directive federal role in this process. A 72-item bibliography concludes the report.
DESCRIPTORS:
Consortia
Library Cooperation
Networks & Networking
U.S. Government-Libraries

PR No. 75
INSTITUTION: Mason, Marilyn Gell
ADDRESS: Cleveland, OH 44114-1271
PRINCIPAL INVESTIGATOR/S: Mason, Marilyn Gell
PROJECT TITLE: Public Library Finance
GRANT NUMBER: Commissioned paper
ERIC No.: 223262
FY: 81 **AMOUNT FUNDED:** $5,000
ABSTRACT:
This study reviews trends in public library finance; examines recent political, economic, and technological changes; and assesses the impact of these changes on public library services. A history of the public library in America is presented, as well as an analysis of the principles of economics and public finance which reveals that current funding of public libraries is endangered by the reduced fiscal capacity of local governments, and that political conditions limit support at state or federal levels. The emergence of information industries, based on rapidly developing computer and communications technologies, and their impact on public libraries are outlined. A review of the income, expenditures, services, and current status of public libraries suggests that the role of the public library is changing, and that there is a strong connection between the functions a library performs and its funding. Results of shifting patterns of public library support in California and West Virginia are examined and three options for future funding of public libraries are presented: continuation of the status quo, achievement of a balanced intergovernmental funding system, or increased use of fees for service. Recommendations for additional study and a 113-item bibliography on public library finance conclude the report.
DESCRIPTORS:
Financial Support
Library Expenditures
Library Services
Public Libraries

PR No. 76
INSTITUTION: Simmons College
Subsidiary—School of Library Science
ADDRESS: Boston, MA 02115
PRINCIPAL INVESTIGATOR/S: Chen, Ching-Chih

PROJECT TITLE: Criteria of Effectiveness for Network Delivery of Citizens Information Through Libraries.
GRANT NUMBER: 300810018
ERIC No.: 232658
FY: 81 **AMOUNT FUNDED:** $56,888
ABSTRACT:
This study examined the current state of the art in library network delivery of consumer information services and developed an assessment model for the effectiveness of network delivery of citizens' information. Based on a comprehensive survey of 620 library networks, typologies for both library and non-library networks providing consumer information services were formulated. With the assistance of an advisory group of experts in both library and non-library network activities, a conceptual model was developed for evaluating the effectiveness of information networks in providing consumer information. The model consisted of research questions organized into 13 areas of consideration, and an interview guide for testing and refining the model. Five library and four non-library networks providing consumer information services were selected for in-depth case analyses. These analyses, derived from the interview guide, reflected the history and present status of the networks, as well as the short-term and long-term concerns of network staff on the provision of consumer information services. Major similarities and dissimilarities among the networks were evident; the findings of the case analyses were used to modify the original assessment model. The methodology and results of the study are briefly presented in this summary final report.
DESCRIPTORS:
Case Studies
Consumer Science
Information Services
Library Networks
Networks & Networking
Reference Services

PR No. 77
INSTITUTION: Studdiford, Abigail
ADDRESS: Edison, NJ 08818-3050
PRINCIPAL INVESTIGATOR/S: Studdiford, Abigail
PROJECT TITLE: Historical Review of Projects Funded Under Title II-C of the Higher Education Act of 1965: Strengthening Research Library Resources
GRANT NUMBER: Commissioned paper
ERIC No.: 227863
FY: 81 **AMOUNT FUNDED:** $9,420
ABSTRACT:
Based on information in Department of Education files and further comments from former project directors, this historical review of projects funded from fiscal years 1978 to 1981 under Title II-C of the Higher Education Act (HEA II-C) of 1965, as amended in 1976, looks at projects in collection development, preservation and conservation of major research library resources, and coordinated bibliographic control of serials and monographs. The need for nationwide bibliographic access to research library resources, the objectives and achievements of funded HEA II-C projects, and the mechanics of the HEA II-C program are described. It is recommended that demonstration projects use new techniques to facilitate the information cycle, specifically to expose the research community to library resources and to disseminate information through alternative communication channels. Appendices consist of a summary of individual project achievements, sample scoring instruments for ranking project achievements, a list of the highest ranked scores by project by year, details of individual project budgets, the 1979-80 Association of Research Libraries (ARL) Library Index, and sample project analysis forms. A 48-item bibliography and 19 tables, charts, and graphs are provided.
DESCRIPTORS:
Academic Libraries
Collection Development
HEA Title II-C
Preservation
Research Libraries

PR No. 78
INSTITUTION: Trochim, Mary Kane
ADDRESS: Not Available
PRINCIPAL INVESTIGATOR/S: Trochim, Mary Kane
PROJECT TITLE: Academic Library Resource Sharing Through Bibliographic Utility Program Participation
GRANT NUMBER: Commissioned paper
ERIC No.: 227854
FY: 81 **AMOUNT FUNDED:** $4,850
ABSTRACT:
This summary briefly outlines a separate report containing information on the growth of bibliographic utilities and academic library networking, as well as profiles of interlibrary loan activity at six academic libraries who are members or users of a major bibliographic utility. Applications of computer technology and network participation in academic libraries, and the major events in the development of computer-assisted library cooperation are summarized. A description of the major bibliographic utilities includes OCLC, the Research Libraries Information Network (RLIN), and the Washington Library Network (WLN). The Council of Library Resources' project to devise a standard telecommunications protocol for bibliographic information exchange among RLIN, OCLC, WLN, and the Library of Congress (LC) is also noted. A review of interlibrary loan programs provided by OCLC and RLIN precedes individual synopses of interlibrary lending at Indiana State University (Terre Haute, IN); Cornell University (Ithaca, NY); Lake Forest College (Chicago, IL); George Washington University (Washington, D.C.); St. Olaf College (Northfield, MN); and Ithaca College (Ithaca, NY). Statistics on individual library holdings and a list of interlending similarities and differences are provided. A consideration of issues for the future, particularly in regard to a national network of libraries, concludes this summary report.
DESCRIPTORS:
Academic Libraries
Bibliographic Utilities
Interlibrary Loan
Networks & Networking

PR No. 79
INSTITUTION: Turock, Betty J.
ADDRESS: Montclair, NJ 07042
PRINCIPAL INVESTIGATOR/S: Turock, Betty J.
PROJECT TITLE: Public Library Services for Aging in the Eighties
GRANT NUMBER: Commissioned paper
ERIC No.: 215285
FY: 81 **AMOUNT FUNDED:** $4,933
ABSTRACT:
This report provides an overview of library and information services for older adults today. New programs are described which have been developed to serve older adults and to respond to their needs. The training of librarians to provide such services is also discussed. The first section of this report focuses on access and includes discussions on the public library's response to the psychological and social needs of older adults, materials and facilities, and interagency cooperation and coordinated service delivery. Issues such as role loss, ageism, segregation, ethnic needs, special services to the impaired, and alternative delivery systems are addressed. The next section on education concerns older adult learning, lifelong learning, and information education of service providers as well as a description of a public library model project which concentrates on information provision and education to increase information literacy. The third section discusses information, including information on demand, career and employment information, information and referral services, and information through programming. The final section on management and training to provide public library services for the aging addresses administrative issues in service provision and education for library and information professionals; the future of the public library system is also considered.
DESCRIPTORS:
Adult Education
Aging (Individuals)
Library Education
Library Services
Public Libraries

PR No. 80
INSTITUTION: White House Conference on Aging
ADDRESS: Washington, DC 20066
PRINCIPAL INVESTIGATOR/S: Mathews, Virginia
PROJECT TITLE: Libraries: Aids to Life Satisfaction for Older Women
GRANT NUMBER: Commissioned paper
ERIC No.: 215289
FY: 81 **AMOUNT FUNDED:** $5,000
ABSTRACT:
This report discusses the ability of public libraries to address the problems of older Americans, particularly older women, and to make their lives more satisfying. A review of facts and figures about the older population is followed by a discussion of programs and responses to the needs of older Americans by libraries and other agencies, such as Books for the Blind and Physically Handicapped, services to the homebound, and information and referral services. A historical look at library services for the elderly is provided, characteristics of such services are described, classified by the geographic location of the library system which provides support. The next section on perceptions of aging reviews research, studies, and opinions which confirm the lack of a typical old age or reaction to aging. The final section discusses recommendations for libraries and lists 10 areas that should be considered in developing new library programs and activities for the older population.
DESCRIPTORS:
Aging(Individuals)
Information Services
Library Services
Older Adults
Referral, Women

PR No. 81
INSTITUTION: Woolls, Blanche
ADDRESS: Pittsburgh, PA 15263
PRINCIPAL INVESTIGATOR/S: Woolls, Blanche
PROJECT TITLE: Use of Technology in the Administration Function of School Library Media Programs
GRANT NUMBER: Commissioned paper
ERIC No.: 225553
FY: 81 **AMOUNT FUNDED:** $3,449
ABSTRACT:
Conclusions of a study of current use of technology in the administration of school library media programs and in school library/public library cooperation are summarized. Based on interviews with media specialists in nine states and an extensive literature review, 26 trends in technology utilization are listed for the administrative categories of technical services, scheduling, circulation, security systems, information retrieval, and other. Then, 23 recommendations are suggested for use in future planning by school administrators and library media specialists in initiating, increasing, and expanding their management functions in administering school library/media centers and programs. These recommendations also address the topic of budgeting and include one recommendation for state education agency personnel and professional associations.
DESCRIPTORS:
Elementary Education
Library Administration
Public Libraries
School Libraries
Shared Services

PR No. 82a
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose-Marie; King, Donald W.
PROJECT TITLE: New Directions in Library and Information Science Education
GRANT NUMBER: 300820152
ERIC No.: 265853
FY: 82 **AMOUNT FUNDED:** $243,438
ABSTRACT:
To determine the current and future competencies required by librarians and information professionals, a project was undertaken to meet the following objectives: set forth an

idealized framework to be used by the librarian and information professional community; determine a first set of competencies which are validated in the workplace to some extent; establish initial education and training requirements; initiate a process for communication among the principal librarians and information professional participants which can be continued after project completion; and describe steps that can be taken in the future to ensure continuation of the competency achievement cycle. To meet these objectives, substantial input was obtained from a large number of organizations, educators, employers, professional societies, and individual professionals. The study results are presented in a six-chapter report and five appendices. Report chapters comprise: Overview of the Project; A Framework for Describing Librarian and Information Professional Competencies; Methods; Information Workers and Librarians and Information Professionals; Librarian and Information Professional Competencies; and Educational Requirements and Implications. Appendices include a literature review; secondary analyses (including analyses of information professional and librarian vacancy announcements); an example of the relationships between competencies, performance, effectiveness, and value in three special libraries; a bibliography; and an annotated bibliography. Twelve supplementary volumes provide detailed descriptions of competencies for the following positions: (1) Academic Librarian; (2) Public Librarian; (3) School Librarian; (4) Special Librarian; (5) Database Producer; (6) Database Distributor/Service; (7) Information Center/Clearinghouse; (8) Records and Information Manager; (9) Archivist/Museum; (10) Information Analysis Center; (11) Information Service Company; and (12) Library System Supplier.

DESCRIPTORS:
Continuing Education
Information Scientists
Librarians
Library Education

PR No. 82b
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies
GRANT NUMBER: 300820152
ERIC No.: 265854
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by librarians working in an academic library. The activities and competencies are organized according to the functions which academic librarians perform: acquisitions; cataloging; circulation and reader services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).

DESCRIPTORS:
Academic Libraries
Competencies
Librarians
Library Services

PR No. 82c
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science. Final Report. Volume 2.2: Public Librarian Competencies
GRANT NUMBER: 300820152
ERIC No.: 265855
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by librarians working in a public library. The activities and competencies are organized according to the functions which public librarians perform: acquisitions; cataloging; circulation and reader services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).

DESCRIPTORS:
Competency Identification
Librarians
Library Services
Occupational Information
Public Libraries

PR No. 82d
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies
GRANT NUMBER: 300820152
ERIC No.: 265856
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by librarians working in a school library. The activities and competencies are organized according to the functions which school librarians perform: acquisitions; cataloging; circulation and reader services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry

level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).
DESCRIPTORS:
Competency Identification
Elementary/Secondary Education
Librarians
Occupational Information
School Libraries

PR No. 82e
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies
GRANT NUMBER: 300820152
ERIC No.: 265857
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by librarians working in a special library. The activities and competencies are organized according to the functions which special librarians perform: acquisitions; cataloging; circulation and user services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).
DESCRIPTORS:
Competency Identification
Librarians
Library Services
Occupational Information
Special Libraries

PR No. 82f
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professionals
GRANT NUMBER: 300820152
ERIC No.: 265858
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by librarians working in a database producer organization. The activities and competencies are organized according to the functions which these librarians perform: acquisitions; thesaurus development and control; indexing/abstracting; and publications and product management. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior experience (10 or more experience).
DESCRIPTORS:
Competencies
Databases
Information Scientists
Information Services
Library Research

PR No. 82g
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distribution/Service Professional Competencies
GRANT NUMBER: 300820152
ERIC No.: 265859
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by librarians working in a database distributor/service organization. The activities of professionals working in database distributor/service organizations are listed by function: Database Processing; Customer Support; System Administration; and Planning. The competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).
DESCRIPTORS:
Competencies
Databases
Information Scientists
Library Research

PR No. 82h
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
GRANT NUMBER: 300820152
ERIC No.: 265860
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by information professionals working in an information center/clearinghouse. The activities and competencies are organized according to the functions which information center professionals perform: acquisitions; thesaurus development and control; indexing/abstracting; reference/information analysis; and publications and product management. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry

level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).
DESCRIPTORS:
Clearinghouses
Competencies
Information Scientists
Information Services
Library Research

PR No. 82i
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
GRANT NUMBER: 300820152
ERIC No.: 265861
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by information professionals working as records and information managers. The activities of information professionals are listed by function: records and information program management; systems analysis; records center administration; general administration; planning; financial management; policies and procedures; activities management; systems analysis and design; facilities, equipment and supplies, and contract services; personnel management and staff development; communications; marketing and public relations; and research and development. The competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level 10 or more years experience).
DESCRIPTORS:
Competencies
Information Scientists
Library Research
Library Services

PR No. 82j
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
GRANT NUMBER: 300820152
ERIC No.: 265862
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by information professionals working in an archive or museum. The activities and competencies are organized according to the functions which information professionals in archives or museums perform: acquisitions; cataloging/indexing; reference; exhibit management; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).
DESCRIPTORS:
Archivists
Competencies
Information Scientists
Library Research
Museums

PR No. 82k
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
GRANT NUMBER: 300820152
ERIC No.: 265863
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by information professionals working in an information analysis center. The activities and competencies are organized according to the functions which information professionals in such centers perform: acquisitions; indexing/abstracting; reference; information analysis research; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).
DESCRIPTORS:
Competencies
Information Centers
Information Scientists
Library Research

PR No. 82l
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
GRANT NUMBER: 300820152
ERIC No.: 265864
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by information professionals working in an information service company. The activities and competencies are organized according to the functions which

information professionals in such companies perform: project management; reference/analysis of secondary data; research, analysis, and design; marketing; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).

DESCRIPTORS:
Competencies
Information Scientists
Information Services
Library Research

PR No. 82m
INSTITUTION: King Research, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose Marie; King, Donald
PROJECT TITLE: New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
GRANT NUMBER: 300820152
ERIC No.: 265865
FY: 82 **AMOUNT FUNDED:** $0
ABSTRACT:
This document contains validated activities and competencies needed by information professionals working in a library system supplier organization. The activities and competencies are organized according to the functions which information professionals working in such organizations perform: research and development; marketing; customer support; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience).

DESCRIPTORS:
Competencies
Information Scientists
Library Automation
Library Networks
Library Research

PR No. 83
INSTITUTION: E.H. White Co.
ADDRESS: San Francisco, CA 94118
PRINCIPAL INVESTIGATOR/S: Kyle, Regina
PROJECT TITLE: Alliance for Excellence: Librarians Respond To "A Nation At Risk"
GRANT NUMBER: 400810004
ERIC No.: 243885
FY: 83 **AMOUNT FUNDED:** $79,000
FY: 84 **AMOUNT FUNDED:** $185,000
ABSTRACT:
In response to the National Commission on Excellence in Education's Report, "A Nation at Risk," the Department of Education's Center for Libraries and Education Improvement, Office of Educational Research and Improvement, invited leaders in the library and information science community to a meeting in September 1983 to help launch a project to be known as "Libraries and the Learning Society." Four seminars, held in different United States cities, examined how public libraries, academic libraries, library and information science training institutions, and school library media centers could best respond to "A Nation at Risk." The fifth seminar dealt with ways in which libraries should come together to link their resources to help create a Learning Society. Based upon seminar participant responses to issue papers, 13 recommendations were identified, concerning: (1) teaching of effective use of information resources in elementary and secondary schools; (2) high quality library services and resources for all elementary and secondary schools; (3) more vigorous and measurable standards for school library media services; (4) open libraries for students and area residents; (5) library collections to inform librarians and educators about recent developments in their respective fields; (6) a broad general education for future school media specialists; (7) competitive salaries for media specialists; (8) school administrator and teacher candidates' knowledge about the role of a media center; (9) providing a versatile, resourceful advisory service in all libraries; (10) library activity in adult literacy education programs; (11) assessment of libraries' ability to respond to proposals for excellence in education and lifelong learning; (12) development of plans by libraries to share their resources; and (13) reform and refinement of recruitment, preparation, and continuing education of librarians and information scientists.

DESCRIPTORS:
Academic Libraries
Elementary Education
Information Needs
Library Education
Library Services

PR No. 84
INSTITUTION: King Research, Inc.
Subsidiary—Network, Inc.
ADDRESS: Rockville, MD 20852
PRINCIPAL INVESTIGATOR/S: Griffiths, Jose-Marie; King, Donald
PROJECT TITLE: Diffusion of Innovations in Library and Information Science
GRANT NUMBER: 300830243
ERIC No.: 279350
FY: 83 **AMOUNT FUNDED:** $78,643
ABSTRACT:
This study examined four aspects of the diffusion of innovations in library and information services: (1) when and why innovation occurs in the library and information field; (2) what linkages (communication channels) exist that result in a flow (dissemination) of information; (3) what model(s) and methods have been effective in the diffusion process; and (4) what options and recommendations are needed to develop a plan for diffusion networks for library innovation. The development of a model is described; the status and prospects of innovation in the 1980s are considered and selected innovations in bibliographic utilities,

online searching, and output performance measured over time are traced; and 54 individual case studies of the adoption and use of innovations at 18 academic, public, and special libraries are analyzed. Finally, 11 hypothesis clusters of special interest in understanding the diffusion process are presented, and their implications for the development of a diffusion network are considered. Appendices include the data collection instruments, a 62-item annotated bibliography and a longer full bibliography, and a summary of each of the case studies.

DESCRIPTORS:
Adoption (Ideas)
Case Studies
Diffusion (Communication)
Information Dissemination
Innovation

PR No. 85
INSTITUTION: Lawrence Johnson and Associates, Inc.
ADDRESS: Washington, DC 20066
PRINCIPAL INVESTIGATOR/S: Deweaver, Mary
PROJECT TITLE: Role of Libraries in Creating and Providing Viewtext Information Services: Comprehensive Report
GRANT NUMBER: 300830139
ERIC No.: 243497, 243498
FY: 83 **AMOUNT FUNDED:** $60,000
ABSTRACT:
This project involves a state-of-the-art assessment which was conducted to determine the roles of school, academic, special, and community libraries in creating and/or providing viewtext information services; the information resources now available or expected to be available in the future to a sample of libraries in the United States; and the unique contribution that viewtext can make to providing information to homes or businesses. Included in the first volume are an executive summary, a state-of-the-art paper, and three appendices. The summary outlines the rationale for the project, discusses its goals, describes the research carried out, summarizes the results of research activities, and presents 10 general conclusions based on these results. Data collected through a review of the literature and consultation with knowledgeable experts are presented in a context paper and bibliography for use by libraries in assessing their role in providing and delivering viewtext information. The paper and bibliography (Appendix A) focus on seven critical topic areas: the role of the library in an information-based society; legislation and regulations related to viewtext; technical aspects of viewtext; the current status of viewtext information services; current applications of viewtext in libraries; the design, implementation, and maintenance of viewtext in libraries; and the social implications of viewtext and the significance for libraries. Lists of major businesses delivering remote electronic access to delivery of information (READI) and libraries providing viewtext services are also appended.

The nine case studies presented in the second volume were carried out in different types of libraries: two public high school media centers representing urban and suburban communities; two academic libraries, one in a small private college and one in a large public university; two large-city public libraries; one regional public library; one community media center serving rural school districts; and one library in an international corporation. Each report summarizes information gathered during site visits under 11 broad headings: (1) library management; (2) history of the library's involvement with viewtext; (3) viewtext applications observed during the site visit; (4) organization and management of viewtext services; (5) patron access to viewtext; (6) cost implications; (7) program results; (8) outreach activities; (9) future goals and objectives; (10) lessons learned; and (11) references. A brief summary of findings in each area introduces the reports on individual libraries; a list of questions used to guide data collection during site visits is appended.

DESCRIPTORS:
Academic Libraries
Case Studies
Library Services
Library Technology
Technology
Videotext

PR No. 86
INSTITUTION: St. John's University
Subsidiary—Division of Library and Information Science
ADDRESS: Jamaica, NY 11439
PRINCIPAL INVESTIGATOR/S: Lowe, Mildred
PROJECT TITLE: Historical Survey of Higher Education Act Title II-B Fellowships: 1965-1982
GRANT NUMBER: 300830157
ERIC No.: 258525
FY: 83 **AMOUNT FUNDED:** $20,000
ABSTRACT:
Fellowships awarded under the Library Career Training Program (Title II-B of the Higher Education Act of 1965), were studied to determine the impact of the program on the library and information science profession, as well as to identify the accomplishments of past recipients. Most recipients entered the program during 1965-1970, a period of full funding. Information was obtained on: the professional positions held for all the doctoral and post-master's recipients and 10 percent of the master's recipients; recipients' contributions to the profession; and the effect of changes in the program in 1971. Attention was directed to the recipients' employers, employment status, employment level, publishing productivity, and honors/recognition. A strong record of achievement, particularly among doctoral recipients, was found along with entry into the profession of a substantial number of minority group librarians. Among doctoral and post-master's recipients, about onethird were employed in library schools, slightly under two-thirds in libraries, and the remaining in other information-related organizations. Included are an annotated bibliography of about 45 publications; statistical findings; and a list of the publications to which recipients contributed, with author and citation frequencies.

DESCRIPTORS:
Federal Legislation
Information Science

Library Education
Library Science

PR No. 87
INSTITUTION: American Library Association
Subsidiary—Committee on Accreditation
ADDRESS: Chicago, IL 60611
PRINCIPAL INVESTIGATOR/S: Yungmeyer, Elinor
PROJECT TITLE: Accreditation: A Way Ahead
GRANT NUMBER: 300840134
ERIC No.: 272201
FY: 84 **AMOUNT FUNDED:** $45,764
ABSTRACT:
To involve other professional and educational groups in the accreditation process of educational programs in the field of library and information science, for which the American Library Association (ALA) has current responsibility, this project developed specific recommendations with respect to the following needs: (1) to effect procedures and inter-organizational arrangements that will provide the basis for participation of multiple societies; (2) to establish guidelines by which the specific interests and concerns of each participating society will be recognized in the accreditation process; and (3) to revise as necessary the 1972 Standards for Accreditation, which provide the current basis for evaluation of programs. The report consists of eight chapters and four appendices. The first chapter is an executive summary, intended to serve not only as an introduction but as a free-standing document in itself, suitable for communication of the results to a large audience. The second chapter is a background paper describing the current accreditation process and the role of the ALA Committee on Accreditation. Chapters three and four are concerned with procedural issues related to organizing and financing the accreditation process in the context of the involvement of multiple professional societies. Chapters five through eight are concerned with substantive issues involved in the evaluation of educational programs in the field, with emphasis on the interests of participating societies. The appendices contain the 1972 accreditation standards, a table showing accredited programs from 1925 to March 1986, a bibliography of relevant documents, and listings of participating societies and people who donated their energies to this project.
DESCRIPTORS:
Accreditation (Institutional)
Information Science
Library Education

PR No. 88
INSTITUTION: National Commission on Excellence in Education
ADDRESS: Washington, DC 20208
PRINCIPAL INVESTIGATOR/S: Cole, John Y.
PROJECT TITLE: Books in Our Future
GRANT NUMBER: W0084CLEI1
ERIC No.: 0
FY: 84 **AMOUNT FUNDED:** $20,000
ABSTRACT:
Jointly funded by the Center for the Book, Library of Congress and Library Programs, this project resulted in the report to the Congress, Books in Our Future. It is divided into two parts—Part One, The Culture of the Book: Today and Tomorrow and Part Two, A Manifold Program for a Massive Problem. Part one includes short essays on Books in Our Lives, A Nation of Readers, Illiteracy and Aliteracy, New Technologies (computers). Part two addresses What Our Citizens Are Doing and Can Do, What the Congress Can Do, and What the Executive Branch Can Do. A Directory of Organizations cited in the text is provided.
DESCRIPTORS:
Adult Education
Aliteracy
Books and Reading
Illiteracy
Literacy

PR No. 89
INSTITUTION: American Library Association
ADDRESS: Chicago, IL 60611
PRINCIPAL INVESTIGATOR/S: Lynch, Mary Jo
PROJECT TITLE: Cooperative System for Public Library Data Collections: Final Report
GRANT NUMBER: 300-85-0191
ERIC No.: 297754
FY: 85 **AMOUNT FUNDED:** $54,423
FY: 86 **AMOUNT FUNDED:** $3,033
ABSTRACT:
This report describes a pilot project to develop a Cooperative System for Public Library Data Collection, which would enable the Center for Education Statistics (CES) of the Office of Educational Research and Improvement to issue national statistical reports on public libraries by using data collected by state library agencies in their annual surveys. Begun in 1985, the pilot project was an attempt to start the cooperative system by working with a small number of states. Twenty states initially responded to a letter sent to the chief officer in each state library agency explaining the project and inviting participation. Of these, 17 worked actively with the project for many months, and 15 were committed to sending data in 1986, 13 other states have expressed an interest in joining the system in the future. All states are sending data in IBM compatible, machine-readable form, and a standard record layout has been prepared for use by all participants. At the time of this report, CES had successfully transferred data sent by four states to the mainframe and begun analysis. This report also summarizes previous efforts at coordinating state and federal data collection from public libraries, explains what was proposed and what was done in the pilot project, and makes suggestions for the future regarding the timing, management, and content issues that need to be settled before the cooperative system is fully operational. The text is supplemented by 27 attachments, consisting of documents and correspondence which illustrate the process used and the items discussed.
DESCRIPTORS:
Data Collection
Library Research

Library Statistics
Public Libraries
Statistical Data

PR No. 90a
INSTITUTION: University of Oklahoma
Subsidiary—School of Library and Information Studies
ADDRESS: Norman, OK 73019
PRINCIPAL INVESTIGATOR/S: Patterson, Lotsee
PROJECT TITLE: Training and Assistance for Indian Library Service.
GRANT NUMBER: 300850162
ERIC No.: 278528
FY: 85 **AMOUNT FUNDED:** $209,227
ABSTRACT:
This report describes activities of the program TRAILS (Training and Assistance for Indian Library Services), funded from September 1985 to January 1987 by Title II, Part B of the Higher Education Act, to provide training, guidance, and direction to 506 American Indian tribes and Alaskan Native communities for improvement of public library and information services on reservations and in villages. Tribes were assisted in applying for Library Services and Construction Act (LSCA) Title IV basic and special grants and provided with training to improve tribal libraries. Eleven program tasks described include establishing an advisory group; determining short-term training needs, models, and assistance activities; conducting training programs in 12 locations in 7 states; developing a procedures manual which was distributed to approximately 500 American Indian and Alaskan Native villages; providing assistance, guidance, and consultation; disseminating program practices and procedures; and participating in 12 professional and educational conferences. The report concludes that Indian tribes and Alaska Natives need technical assistance and training on a continuing basis and recommends establishment of a permanent National Indian Library Center. The report lists advisory group members, training locations/dates/number of participants, training program participants, location of site visits, presentations at professional meetings, American Indian tribes participating in Title IV LSCA, and meeting agendas.
DESCRIPTORS:
Alaska Natives
American Indians
Library Administration
Library Services
Public Libraries

PR No. 90b
INSTITUTION: University of Oklahoma
Subsidiary—School of Library and Information Studies
ADDRESS: Norman, OK 73019
PRINCIPAL INVESTIGATOR/S: Patterson, Lotsee
PROJECT TITLE: Tribal Library Procedures Manual
GRANT NUMBER: 300850162
ERIC No.: 278527
FY: 85 **AMOUNT FUNDED:** $0
ABSTRACT:
This manual resulted from a 2-year project to improve, develop, and expand public library and information services to American Indians and Alaska Natives. Designed to serve as a guide for tribal and community librarians who may lack professional training, the manual offers descriptions of library services, procedures, and management issues. An introduction discusses the role of the tribal library and additional roles as cultural, archival, and record management centers. Chapters 2-5 describe assessing library/information needs, placing the library in tribal organizational structures, resolutions to establish libraries, funding services and procedures includes advice on site selection and floor plans, guidelines/procedures for selection, ordering, receiving, repairing and weeding library collections, simple instructions for cataloging, card production and catalog maintenance. Chapter 6 presents a review of public service functions/activities in reference, circulation, children's and adult services, and archival services. Chapter 7, on library administration, reviews planning, goal setting, policies, staff manuals, volunteers, budgeting, records/statistics, inventory, library hours, public relations, library cooperation, and automation. Appendices include a copy of the tribal needs assessment instrument, a sample selection policy, the public relations guide, and lists of 8 selection aids, and 14 library suppliers/jobbers. Also appended are a list of 208 basic titles (a starter list) for a tribal library collection, and a list of state library agencies. A bibliography lists 41 references.
DESCRIPTORS:
Alaska Natives
American Indians
Library Administration
Public Libraries

PR No. 91
INSTITUTION: University of Wisconsin—Madison
Subsidiary—School of Library and Information Studies
ADDRESS: Madison, WI 53706
PRINCIPAL INVESTIGATOR/S: Zweizig, Douglas; Robbins, Jane; Johnson, Debra W.
PROJECT TITLE: Libraries and Literacy Education: Comprehensive Survey Report
GRANT NUMBER: 300850161
ERIC No.: 3 07897
FY: 85 **AMOUNT FUNDED:** $148,037
ABSTRACT:
In order to assess the current status of libraries in literacy education, to determine the expanded role for libraries, and to identify library literacy programs to serve as models, the investigators studied several types of libraries—public, public secondary school, community college, academic and state institutional libraries, plus state library agencies. A review of the literature, a survey of above mentioned types of libraries and case studies of model programs provided data which show that libraries do make a difference in the literacy effort and are making explicit their role as partners in the local and national effort.
DESCRIPTORS:
Academic Libraries
Libraries

Library Education
Library Services
Literacy (Public Libraries)

PR No. 92
INSTITUTION: Rutgers — The State University of New Jersey
Subsidiary—School of Communication, Information, and Library Studies
ADDRESS: New Brunswick, NJ 08903
PRINCIPAL INVESTIGATOR/S: Turock, Betty J.
PROJECT TITLE: Public Library Service for Older Adults, Update 1986.
GRANT NUMBER: 300860089
ERIC No.: 297759
FY: 86 **AMOUNT FUNDED:** $22,674
FY: 87 **AMOUNT FUNDED:** $0
ABSTRACT:
This study, which updates the 1971 "National Survey of Library Services to the Aging," was undertaken in 1986 to identify, describe, and compare the extent and variety of current services with those in 1971; measure variables in organizational support and suggest how they might influence service; and make recommendations for future development. This survey found that, (1) there had been limited progress over the past decade and little evidence that public library services for older adults had kept pace with the increase in the number of persons aged 65 and older in the nation; (2) about two-thirds of the public libraries gave low priority to program development for older adults when compared to other age groups; (3) funds for these services made up no more than 2% of the budgets of these public libraries; (4) staffing constituted less than 3% of the available work force; (5) on average, less than 7% of the nation's elders were reached by public library service as defined by this survey; (6) the majority of public libraries had older adult volunteers and employees, although the proportion of the latter was decreasing; (7) the majority of the libraries worked with other community agencies in the aging network; and (8) services for older adults were not generally considered distinct program entities and there was no administrative structure for their overall coordination. Study data are displayed in 18 tables. (31 bibliographic notes/references)
DESCRIPTORS:
Aging (Individuals)
Library Services
Library Surveys
Public Libraries

PR No. 93
INSTITUTION: Washington Consulting Group
ADDRESS: Washington, DC 20006
PRINCIPAL INVESTIGATOR/S: Joyce, Kate; Kahn, Mary
PROJECT TITLE: Rethinking the Library in the Information Age
GRANT NUMBER: 300860089
ERIC No.: 301226
FY: 86 **AMOUNT FUNDED:** $304,339
FY: 87 **AMOUNT FUNDED:** $44,627
ABSTRACT:
The Office of Library Programs funded a study to identify researchable issues that could help libraries attain or maintain positions of leadership in an information society. Three volumes resulted from the study. Following a series of four meetings of field-nominated experts, a list of 10 major issues was generated. A paper on each issue was commissioned. Volume I, described below, summarizes the series of papers while Volume II, also described, is a collection of the essays. Volume III represents the culmination of a series of summaries and discussion of the issues. **Volume I:** This volume, divided into three sections, briefly describes the study to develop a research agenda in library and information science, summarizes the nine essays (on the future of libraries) that are published in their entirety in volume II of this series, and presents additional questions and issues in library and information science for investigation. The questions and issues were raised by the 40 librarians, educators, policymakers, and other professionals participating in the meetings convened as part of the study. **Volume II:** This volume is primarily dedicated to the nine essays that were part of the study conducted by the Office of Library Programs to identify researchable issues in library and information science to help librarians take a leadership position in the Information Society. An introduction to the collection describes the study and lists the 10 major issues identified by field-nominated experts as being the most important to the profession: (1) policy issues: federal, state, and local roles and responsibilities; (2) education and training of librarians; (3) access to information; (4) archives and preservation; (5) organizing, indexing, and retrieving materials; (6) role of the public services librarian; (7) library funding and economics; (8) libraries and education; (9) information users and needs; and (10) library models. The essays commissioned to cover these topics were subjected to several stages of review prior to publication. Reviewers' comments and recommendations on additional research issues are provided for each paper. Participants involved in the study are identified. This volume also includes a summary of the international teleconference offered via Worldnet, broadcast from Washington, D.C., with interactive participants in Cologne, Frankfurt, and Stuttgart, West Germany. **Volume III:** This final volume of the series explores building an infrastructure for library and information science research. Using four organizational structures developed in the summer of 1988, participants in this phase developed a series of recommendations to improve the infrastructure for such research. The four papers, along with the matrix of components—associations, independent institutes, research libraries, and university centers—and issues analyzed in the introduction, offer specific suggestions and proposals, as well as reminders of the obstacles to be faced.
DESCRIPTORS:
Access to Information
Archives
Educational Policy
Information Retrieval
Library Education
Research Libraries

BEST COPY AVAILABLE

Descriptors
Crossreferenced to Project Numbers

Academic Libraries 18, 25, 29, 41, 42, 67, 77, 78, 82b, 83, 85, 91
Access to Information 93
Accreditation (Institutional) 87
Activism 51, 63c, 65
Adoption (Ideas) 84
Adult Education 13, 79, 88
Adult Literacy 57
Adults 22
Aging (Individuals) 10, 39, 79, 80, 92
Alaska Natives 90a, 90b
Aliteracy 88
American Indians 5, 11, 90a, 90b
Archives 93
Archivists 82j
Art 49
Attitude Measures 33, 53
Audiovisual Aids 49
Automation 42, 45, 72
Bibliographic Utilities 78
Bibliographies 7, 28
Bilingual Subject Catalog 21
Books and Reading 88
Case Studies 9, 63b, 63c, 63d, 65, 66, 72, 73, 76, 84, 85
Cataloging 8, 21, 24, 44, 51, 65, 66
Catalogs 31
Child Development Evaluation 54
Children's Literature 12, 32, 52
Citizen Participation 63d
Clearinghouses 82h
Close Procedure 32
Collection Development 3, 8, 29, 77
College Libraries 8, 21, 41
Communication Skills 9
Community Action 63a, 63b, 63c, 63d
Community Centers 48
Community Colleges 23, 59
Community Information Centers 48
Community Information Services 4, 34, 38
Community Programs 61
Community Resource Centers 70
Competencies 50, 82b, 82f, 82g, 82h, 82i, 82j, 82k, 82l, 82m
Competency Identification 82c, 82d, 82e
Computer Assisted Instruction 66
Computer Programs 8, 23, 36, 59, 60
Computer Science 24
Consortia 74
Consumer Science 76
Continuing Education 2, 10, 14, 56, 82a
Cost Effectiveness 39
Curriculum Design 1
Data Collection 89
Databases 12, 66, 82f, 82g
Deafness 60
Demonstration Projects 6, 11, 46
Diffusion (Communication) 84
Early Childhood Education 19, 37
Educationed Alternatives 14
Educational Needs 5, 9
Educational Policy 93
Elementary Education 52, 73, 81, 83
Elementary/Secondary Education 82d
Employment Projections 69
Ethnic Groups 1, 11
Evaluation Criteria 49
Federal Legislation 86
Financial Support 75
Fund Raising 63a, 63b, 63c, 63d
Government Role 73
Handicapped 28, 43, 47, 62
Hearing Impairment 60
HEA Title II-C 77
High School Students 40
Higher Education 69
Hispanic Americans 16
Home Study 2
Illiteracy 88
Independent Study 13, 14
Individualized Instruction 41
Information Centers 21, 60, 82k
Information Dissemination 84
Information Needs 5, 11, 15, 22, 34, 39, 64, 83
Information Processing 12
Information Retrieval 12, 26, 32, 52, 93
Information Science 71, 86, 87
Information Scientists 82a, 82f, 82g, 82h, 82i, 82j, 82k, 82l, 82m
Information Seeking 64
Information Services 4, 22, 76, 80, 83, 82f, 82h, 82l, 85h

Information Utilization 22
Innovation 84
Inservice Education 27
Institutionalized Persons 46
Instructional Resources 49
Instructional Material 55
Interlibrary Loan 6, 25, 36, 78
Job Performance 50
Job Placement 1
Learning Resource Center 23, 27, 59
Learning Resources 32
Librarians 9, 33, 56, 69, 82a, 82b, 82c, 82d, 82e
Libraries 55, 57, 67, 91
Library Acquisitions 29, 65
Library Administration 18, 24, 27, 58, 72, 81, 90a, 90b
Library Automation 6, 23, 42, 45, 59, 85m
Library Collections 29, 40
Library Cooperation 3, 6, 36, 61, 70, 74
Library Education 1, 2, 14, 30, 37, 53, 56, 67, 69, 79, 82a, 83, 86, 87, 91, 93,
Library Expenditures 75
Library Networks 18, 35, 36, 76, 85m
Library Planning 20
Library Research 7, 53, 71, 82f, 82g, 82h, 82i, 82j, 82k, 82l, 82m, 89
Library Role 13, 15, 51, 64, 65
Library Science 46, 71, 86
Library Services 5, 10, 11, 16, 19, 28, 34, 38, 43, 47, 48, 54, 55, 57, 62, 73, 75, 79, 80, 82b, 82c, 82e, 82i, 83, 85, 90a, 90b, 91, 92
Library Skills 41
Library Statistics 89
Library Surveys 13, 17, 26, 30, 33, 35, 40, 58, 92
Library Systems 53
Library Technical Processes 45
Library Technology 8, 85
Literacy 88
Literacy Education 57, 67
Literacy (Public Libraries) 67, 91
Mainstreaming 28, 47, 62
Management Information Systems 18
Manuals 20
Material Preservation 49
Media Specialists 50
Mental Retardation 46
Mergers 61
Microcomputers 24
Microforms 31
Minicomputers 31
Minority Groups 1
Models 2, 3, 21, 30, 36
Museums 85j
Networks & Networking 3, 6, 17, 35, 44, 52, 74, 76, 78, 81, 97
Non-print Media 44
Nontraditional Students 2
Occupational Information 82c, 82d, 82e, 82f
Occupational Surveys 69
Older Adults 80
Online Systems 26, 31, 72
Parent Participation 19
Physically Handicapped 43
Preservation 77
Prison Libraries 55
Public Libraries 4, 10, 15, 16, 17, 18, 20, 25, 33, 34, 37, 39, 43, 48, 54, 58, 61, 70, 72, 75, 79, 81, 82c, 89, 90a, 90b, 92
Public Library Administration 38
Publications 51, 65
Reference Services 76
Referral Service 4, 58
Referral, Women 80
Research Libraries 77, 93
Research Projects 7
Resource Sharing 3
Role Playing 9
Rural Areas 4, 5, 17, 19, 34
School Librarians 50
School Libraries 12, 27, 32, 37, 44, 47, 52, 54, 61, 62, 70, 73, 81, 82d
Search Strategies 26
Shared Services 81
Spanish Speaking 16
Special Libraries 25, 82e
Speech & Hearing Centers 60
Standards 20
Statistical Data 89
Technology 33, 72, 85
U.S. Government-Libraries 74
Union Catalog 35
University Libraries 42
(See also Academic Libraries)
Urban Planning 63c
Urban Population 15
Use Studies 40, 64
Videotex 85
Volunteers 28, 46, 63a, 63b

Titles

Title	Project Number
Academic Library Resource Sharing Through Bibliographic Utility Program Participation	78
Accreditation: A Way Ahead	87
Alliance for Excellence: Librarians Respond to *A Nation At Risk*	83
Alternative Publications in College Libraries: A Handbook	65
American Indian Community Library Demonstration Project	11
Books in Our Future	88
Children's Media Data Bank and Information Center	52
Children's Media Data Bank and Information Center: A Library Research and Demonstration Project	32
Collection Development Analysis Using OCLC Archival Tapes	8
Competency-Based Assessment Project. Final Report	50
Computer Based Systems for Increasing Information Access to School Media Center Materials: Final Report	12
Cooperative System for Public Library Data Collections: Final Report	89
Criteria of Effectiveness for Network Delivery of Citizens Information Through Libraries	76
Curriculum Materials for Library Service to Jail Populations: Final Report	55
Demonstration and Evaluation of the Effects of Incentives on Resource Sharing Using a Computerized Interlibrary Communications System	6
Demonstration Project of Model Library Programs for Institutionalized Mentally Retarded and Multiple Handicapped Persons	46
Design and Testing of a Method To Reach Agreement for Responsibilities in Collection Building Among Libraries	3
Design and Testing of Values To Be Derived in the Training of Librarians Through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship	30
	39

Development and Demonstration of a Statistical Database System Library and Network Planning and Evaluation 18

Development and Demonstration of Criteria and Guidelines for Quality Control in Continuing Education for Library/Information/Media Personnel 56

Development of a Model System for Bilingual Subject Approach in a Minority Oriented Information Center 21

Development of a National Information Center on Deafness 60

Development of a Responsive Library Acquisitions Formula: Final Report 29

Development of Strategies for Dealing with Information Needs of Urban Residents: Phase III—Application to Librarianship 15

Diffusion of Innovations in Library and Information Science 84

Early Childhood Library Programming: Identification and Demonstration of Competencies Needed 37

Early Childhood Library Programming: Measurement and Evaluation 54

Educational Media for Handicapped Children in Regular K-12 Schools. Phase II 62

Educational Media for Handicapped Students in Regular K-12 Schools (Media and Mainstreaming Project) 47

Evaluation and Assessment of the Olney Community Library 70

Federal Role in Library Networking 74

Fundraising for Neighborhood Groups: What Works in the Seattle Area 63a

Fundraising Strategies for Community Organizations to Support Major Activities: A Case Study of Southeast Effective Development (S.E.E.D.) 63b

Going Beyond the Rigidities of Formal, Traditional Education: Individual Self-Paced University Study 14

Guide to Library Automation 45

Historical Review of Projects Funded Under Title II-C of the Higher Education Act of 1965: Strengthening Research Library Resources 77

Historical Survey of Higher Education Act Title II-B Fellowships: 1965-1982 86

Impact of Automation on Libraries and Information Service 42

Implementation of a Computerized Interlibrary System To Provide Market Value Information for Resource Sharing to a Multi-Type Regional Library Network 25

	Titles
Improving Library Education for Selected Minorities	1
Indian Library Services Technical Assistance Center (ILSTAC)	5
Individual Self-Planned Learning in America, Final Report	13
Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Phase I	48
Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Phase II	63d
Information Needs Assessment of Rural Groups for Library Program Development	34
Latino Communication Project: An Investigation of Communication Patterns and Organizational Activity among Mexican, Cuban and Puerto Rican Residents of Chicago	16
Libraries: Aids to Life Satisfaction for Older Women	80
Libraries and Literacy Education: Comprehensive Survey Report	91
Libraries in Literacy	57
Libraries in Literacy Education	67
Library and Information Science Research Agenda for the 1980's: Final Report	71
Library Human Resources: A Study of Supply and Demand	69
Library Education and Resistance to Technology	53
Library Media Specialists: Leadership Training	27
Library Services for Nontraditional Students: Final Report	41
Model Continuing Education Recognition System in Library and Information Science. Final Report: Volume I, II	2
Montlake Community and R.H. Thompson Freeway	63c
Network Approach to Non-Print Media Cataloging for Schools: A Report of an Indiana Department of Public Instruction and Indiana Cooperative Library Services Authority (INCOLSA) Project for Using the OCLC System	44
Network Management Tool: Computer Simulation	36
New Directions in Library and Information Science Education	82a
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies	82b

New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies 82c

New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies 82d

New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies 82e

New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professionals 82f

New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies 82g

New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies 82h

New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies 82i

New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies 82j

New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies 82k

New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Center Professional Competencies 82l

New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies 82m

New Methods of Teaching Online Searching of Computerized Databases 66

New Technology and the Public Library 72

Nontraditional Acquisitions Model for College Libraries 51

Olney Experiment: A Venture in Coordination and Merger of School and Public Libraries 61

Preparation of Two Directories of OE Funded Research in Library and Information Science 7

Process of Standards Development for Community Library Services 38

Process of Standards Development for Community Library Services: A Proposed Research Study 20

Public Library Finance 75

	Titles
Public Library Service for Older Adults, Update 1986	92
Public Library Service to the Physically Handicapped Persons	43
Public Library Services for Aging in the Eighties	79
Quantitative Inventory of Resource Development and Utilization for Metropolitan High School Students: Final Report	40
Regional Investigation of Citizens' Information Needs in New England	64
Research and Demonstration for a Comprehensive Package of Computer Programs to Serve Community College Learning Resource Centers	23
Research and Demonstration for a Comprehensive Package of Computer Programs to Serve Community College Learning Resource Centers. Phase II. Final Report	59
Resistance to Technological Innovation in Libraries: Research Report, Part II. Data Analysis and Statistical Report Final Report	33
Rethinking the Library in the Information Age	93
Role of Libraries in Creating and Providing Viewtext Information Services: Comprehensive Report	85
Role of Microcomputers in Library Automation	24
Serving Senior Patrons: Integrated Media	10
Special Information Services: Final Report	39
State Education Agency Responsibilities and Services for School Library Media Programs	73
Storage and Care of Nonbook Materials in Libraries	49
Study of the Relationship Between the Intermediary Searcher and the Online System User and the Assessment of Search Results as Judged by the User	26
Survey of and Guide to Abstracting and Indexing Services for Current Black Periodical Literature	68
Survey of Public Library Information and Referral Service	22
Survey of Public Library Information and Referral Service: Phase II—Organizational Context and User Reactions	58
To Help You Know: Information and Referral Services for Residents of Maryland's Eastern Shore	4
Training and Assistance for Indian Library Service	90a

Titles

Training Library Communication Skills: Development of Three Videotape Workshops: Final Report 9

Training Program for Library Media Specialists to Serve the Handicapped Student 28

Tribal Library Procedures Manual 90b

Use of an On-Line Microfiche Catalog for Technical Service and Retrieval of Bibliographic Data 31

Use Of Technology in the Administration Function of School Library Media Programs 81

Virgin Islands Demonstration Library Network Study 35

Virgin Islands Demonstration Library Network Study: Exploring Library Networking in Remote, Disadvantaged Areas 17

Yadkin Valley Early Childhood Creative Library Project 19

Institutions and Performing Organizations

Institution or Organization	Project Number	Fiscal Year
American Library Association	20	77
American Library Association	38	78
American Library Association	55	79
American Library Association	87	84
American Library Association	89	85, 86
Arizona State University	1	76
Arizona, University of	9	76
Bibliographic Center for Research	66	80
California, Los Angeles, University of	31	77
California, Los Angeles, University of	68	79
Catholic University of America	2	76
Catholic University of America	56	79
City University of New York	21	77
Contract Research Corporation	57	79
Contract Research Corporation	67	80
Cuadra Associates, Inc.	71	81
Dallas Public Library	39	78
Denver, University of	10	76
Drexel University	22	77
Drexel University	40	78
Drexel University	58	79
Eastern Michigan University	41	78
Educational Testing Service	42	78
Elgin Community College	23	77
Elgin Community College	59	79
Florida State University	43	78
Gallaudet College	60	79
Indiana Department of Public Instruction	44	78
King Research, Inc.	69	80
King Research, Inc.	72	81
King Research, Inc.	82a–m	82
King Research, Inc.	84	83
Lawrence Johnson and Associates, Inc.	85	83
Library Council of Greater Cleveland	3	76
Martin, Nina Nix	73	81
Maryland State Department of Education	4	76
Mason, Marilyn Gell	74, 75	81
Mitre Corporation	24	77
Mitre Corporation	45	78
National Commission on Excellence in Education	88	84
National Indian Education Association	5	76
New England Board of Higher Education	6	76
New England Board of Higher Education	25	77
New Mexico, University of	11	76

Institution or Organization	Project Number	Fiscal Year
New York at Albany, State University of	8	76
New York at Albany, State University of	29	77
New York at Buffalo, State University of	30	77
New York at Buffalo, State University of	49	78
North Carolina at Greensboro, University of	12	76
North Carolina at Greensboro, University of	32	77
North Carolina at Greensboro, University of	52	78
North Texas State University	61	79
North Texas State University	70	80
Northern Virginia Training Center for the Mentally Retarded	46	78
Oakland University	26	77
Oklahoma State Department of Education	27	77
Oklahoma, University of	90a–b	85
Operations Research, Inc.	7	76
Pittsburgh, University of	13	76
Pittsburgh, University of	33	77
Pittsburgh, University of	53	78
Portland State University	47	78
Portland State University	62	79
Rutgers—The State University of New Jersey	92	86, 87
Seattle Public Libraries	63a–c	79
Seattle University/Seattle Public Libraries	63d	79
Seattle University	48	78
Simmons College	64	79
Simmons College	76	81
South Carolina, University of	34	77
South Dakota State Department of Education and Cultural Affairs	28	77
Southern California, University of	14	76
St. John's University	86	83
Studdiford, Abigail	77	81
Syracuse University	50	78
Temple University	51	78
Temple University	65	79
Trochim, Mary Kane	78	81
Turock, Betty J.	79	81
Virgin Islands, Department of Conservation and Cultural Affairs	17	76
Virgin Islands Department of Conservation and Cultural Affairs	35	77
Washington Consulting Group	93	86, 87
Washington State Library	36	77
Washington, University of	15	76
Western Interstate Commission for Higher Education	18	76
Western Michigan University	37	77
Western Michigan University	54	78
White, E.H., Co.	83	83
White House Conference on Aging	80	81

Institution or Organization	Project Number	Fiscal Year
Wisconsin—Madison, University of	16	76
Wisconsin—Madison, University of	91	85
Woolls, Blanche	81	81
Yadkin Valley Economic Development District	19	76

Principal Investigators
Crossreferenced to Project Number

Alexander, Janice 44
Baechtold, Marguerite 37, 54
Barron, Daniel 34
Boaz, Martha 14
Brandhorst, Ted 7
Braun, Sonja 46
Brooks, Jean 39
Burr, Julie 48, 63a, 63b, 63c, 63d
Chang, Henry C.17, 35
Chen, Ching-Chih 64, 76
Childers, Thomas 22, 58
Cline, Hugh F. 42
Cole, John Y. 88
Cooper, Sandra 55
Costello, Elaine 60
Cuadra, Carlos A. 71
Curran, Charles 34
Daniel, Evelyn 50
Danky, James 51, 65
Davis, Nathaniel 68
Dervin, Brenda 15
Deweaver, Mary 85
Drott, Carl M. 40
Edsall, Shirley 30
Eidleman, Mary 4
Ellison, John 49
Evans, Glyn T. 8, 29
Fine, Sara 33, 53
Fitzpatrick, Linda 48, 63d
Gorena, Ame A. 27
Gothberg, Helen 9
Griffiths, Jose Marie 72, 82a, 82b, 82c, 82d, 82e, 82f, 82g, 82h, 82i, 82j, 82k, 82l, 82m, 84
Hayes, Robert 31
Higgins, Norman 1
Hines, Theodore 12, 32, 52
Hitchingham, Eileen 26
Hutchens, Jimmie R. 19
Ireton, Leroy 27
Jahoda, G. 43
Johnson, Debra W. 91
Johnson, Margaret 63c, 63d
Johnson, Mary Frances 12
Joyce, Kate 93
Kahn, Mary 93
Katz, Ruth 10
King, Donald 72, 82a, 82b, 82c, 82d, 82e, 82f, 82g, 82h, 82i, 82j, 82k, 82l, 82m, 84, 99
Kitchens, James A. 61, 70
Kyle, Regina 83
Land, Phyllis 44
Linford, John 25
Lowe, Mildred 86
Lynch, Mary Jo 20, 38, 89
Markuson, Barbara 44
Martin, Nina Nix 73
Mason, Marilyn Gell 74, 75
Mathews, Virginia 80
Mathews, Anne J. 9
Metoyer, Cheryl 5
Miller, Ronald 6
Monroe, Margaret 16
Montague, Eleanor 18
Needham, William 43
Ownby, Margaret 46
Patterson, Lotsee 90a, 90b
Penland, Patrick 13
Perash, Helen 46
Petrie, Joyce 47, 62
Polk, Sydney 24, 45
Reed, Mary Jane Pobst 36
Reeves, Pamela 41
Robbins, Jane 91
Roderer, Nancy K. 69
Root, Rosemary 27
Ruark, Ardis 28
Schmoldt, Linda M. 47, 62
Segal, Joan 66
Shields, Gerald 30
Shore, Elliott 51, 65
Simpson, George A. 24
Sinclair, Dorothy 3
Smith, Ester G. 57, 67
Smith, Lotsee (Patterson) 11
Stone, Elizabeth 2, 56
Studdiford, Abigail 77
Toohill, Barbara G. 45
Trochim, Mary Kane 78

Turock, Betty J. 79, 92
Vesenyi, Paul 21
Vrooman, Hugh T. 36
Weiss, Jack 23, 59
Whitmore, Linda 47, 62
Willis, Don 48
Woolls, Blanche 81
Yungmeyer, Elinor 87
Zweizig, Douglas 91

Appendix A: Funding Record (by fiscal year)

Funding levels and number of awards, FY 1967-86

Fiscal year	Appropriation	Grants and contracts obligations	Numbers of grants and contracts awarded
Total		$25,636,430	335
1967	$ 3,550,000	$3,381,052	38 grants
1968	3,550,000	2,020,942	21 grants
1969	3,000,000	2,986,264	39 grants
1970	2,171,000	2,160,622	30 grants
1971	2,171,000	2,170,274	18 grants
1972	2,750,000	2,748,953	31 grants
1973	1,785,000	1,785,000	24 grants
1974	1,425,000	1,418,433	20 grants
1975	1,000,000	999,338	19 grants
1976	1,000,000	999,918	19 grants
1977	1,000,000	995,193	18 grants
1978	1,000,000	1,000,000	17 grants
1979	1,000,000	980,563	12 (11 grants 1 contract)
1980	*	319,877	4 grants
1981	*	239,954	12 (2 contracts 10 comm. papers)
1982	*	243,438	1 contract
1983	*	237,643	4 contracts
1984	*	240,000	4 contracts
1985	*	363,900	3 contracts
1986	*	345,126	1 contract

* Included in II-B Library Career Training Appropriation

Appendix B: Types of Performing Organizations (by fiscal year)

Number of awards by type of performing organization, FY 1967-86

Performing organization type	Total FY 67-86	Subtotal FY 67-75	Subtotal FY 76-86	FY76	FY77	FY78	FY79	FY80	FY81	FY82	FY83	FY84	FY85	FY86
Total	335	240	95	19	18	17	12	4	12	1	4	4	3	1
Universities and colleges	165	118	47	11	11	11	10	1	0	0	1	0	2	0
Non-profit organizations	82	56	26	4	3	3	1	1	10	0	0	3	1	0
For-profit organizations	28	16	12	1	0	0	1	2	2	1	3	1	0	1
Public libraries	12	11	1	0	0	1	0	0	0	0	0	0	0	0
Government agencies	10	10	0	0	0	0	0	0	0	0	0	0	0	0
Local school districts	14	14	0	0	0	0	0	0	0	0	0	0	0	0
State and local government	24	15	9	3	4	2	0	0	0	0	0	0	0	0

☆ U. S. Government Printing Office: 1992 - 332-701 (70325)

Appendix C: Descriptor Categories (by fiscal year)

Number of awards by descriptor category, FY 1967-86

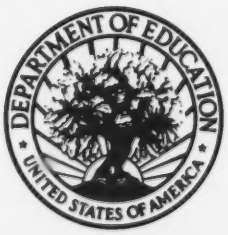
Descriptor category	Total FY 67-86	Subtotal FY67-75	Subtotal FY76-86	FY76	FY77	FY78	FY79	FY80	FY81	FY82	FY83	FY84	FY85	FY86
Total	335	240	95	19	18	17	12	4	12	1	4	4	3	1
I. Education and training	56	38	18	6	4	0	1	1	0	1	1	3	1	0
II. Functional development reader services, processing (including acquisitions, cataloging classification, etc.)	70	51	19	4	3	4	4	1	2	0	0	0	1	0
III. Institutional cooperation to service special target groups	66	49	17	4	2	6	4	1	0	0	0	0	0	0
IV. Planning and development	83	60	23	3	4	4	2	1	4	0	2	1	1	1
V. Technology: ADP, microfilm hardware, etc..	60	42	18	2	5	3	1	0	6	0	1	0	0	0

United States
Department of Education
Washington, D.C. 20208–5571

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17

FOURTH CLASS BOOK RATE



LP 92–4760